DOCUMENT RESUME

ED 114 371 95 SP 009 614

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TITLE	Career Ladders and Lattices.
INSTITUTION	City Univ. of New York, N.Y. Queens Coll. New Careers Training Lab.
SPONS AGENCY	Office of Education (DHEW), Washington, D.C.
PUB DATE	75
NOTE	100p.
AVAILABLE FROM	New Careers Training Laboratory, Queens College, 184 Fifth Avenue, New York, New York 10010 (No price quoted)
JOURNAL CIT	COP Bulletin; v3 n2 1975-76
EDRS PRICE	MF-$0.76 HC-$4.43 Plus Postage
DESCRIPTORS	Career Education; *Career Ladders; *Career Opportunities; Career Planning; Education; Low Income Groups; *Manpower Development; *Occupational Mobility; Promotion (Occupational); *Staff Utilization; Teaching

ABSTRACT

The first part of this report discusses the career lattice concept in the Career Opportunities Program (COP), a concept which represents the marriage of two career development ideas--upward mobility and task differentiation at separate levels. It explains that by combining task differentiation and upward mobility, a system can effectively reduce a conglomerate function like teaching into several job categories, each connected to the other in the upward mobility sense and designed to be more efficient in the service delivery. The first part goes on to explain that tasks are distributed at each level on the lattice so that they foster the acquisition of needed skills to move to the new higher step on the ladder. According to the report, this concept allows an unemployed person entering the system as a teacher aide to become a supervising teacher; it also allows for many new and different workers to be trained in new ways. The report affirms that the ladder/lattice design effectively deals with the use of personnel and career mobility, and has enabled COP to take a major step in proving the viability of utilizing the skills of residents of low-income communities in delivering educational services. The second part of the report presents and explains examples of career lattice concepts in operation, and includes career lattice designs, sample job descriptions, articulation between work and training, and evaluation designs. (BD)

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COP Bulletin 2

Vol. III, 1975-76

ED114371

CAREER LADDERS AND LATTICES

Fran Dory

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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A service provided under a developmental assistance grant from the U.S. Office of Education in support of the Career Opportunities Program to the New Careers Training Laboratory, Queens College, 184 Fifth Avenue, New York NY 10010. 212-924-4777.

CAREER LADDERS AND LATTICES

The career lattice concept in COP represents the marriage of two career development notions -- upward mobility and task differentiation at separate discrete levels. By combining the task differentiation and upward mobility, a system can effectively reduce a conglomerate function like teaching into several job categories, each connected to the other in the upward mobility sense and designed to be more efficient in the service delivery. Tasks are distributed at each level on the lattice so that they foster the acquisition of needed skills to move to the new higher step on the ladder. This concept of career development contrasts sharply with other systems, for example, health care, where we find only the separation of tasks within a rigid hierarchy of job categories without significant opportunity for upward mobility or career advancement. The new careers concept makes real the possiblilty of an unemployed person entering the system as a teacher aide and progressing up a viable ladder to become a supervising teacher.

A further benefit of this system is that it allows for many new and different workers to be trained in new ways. For low-income and minority persons, this system greatly expands opportunity for education and employment previously limited by social and economic barriers.

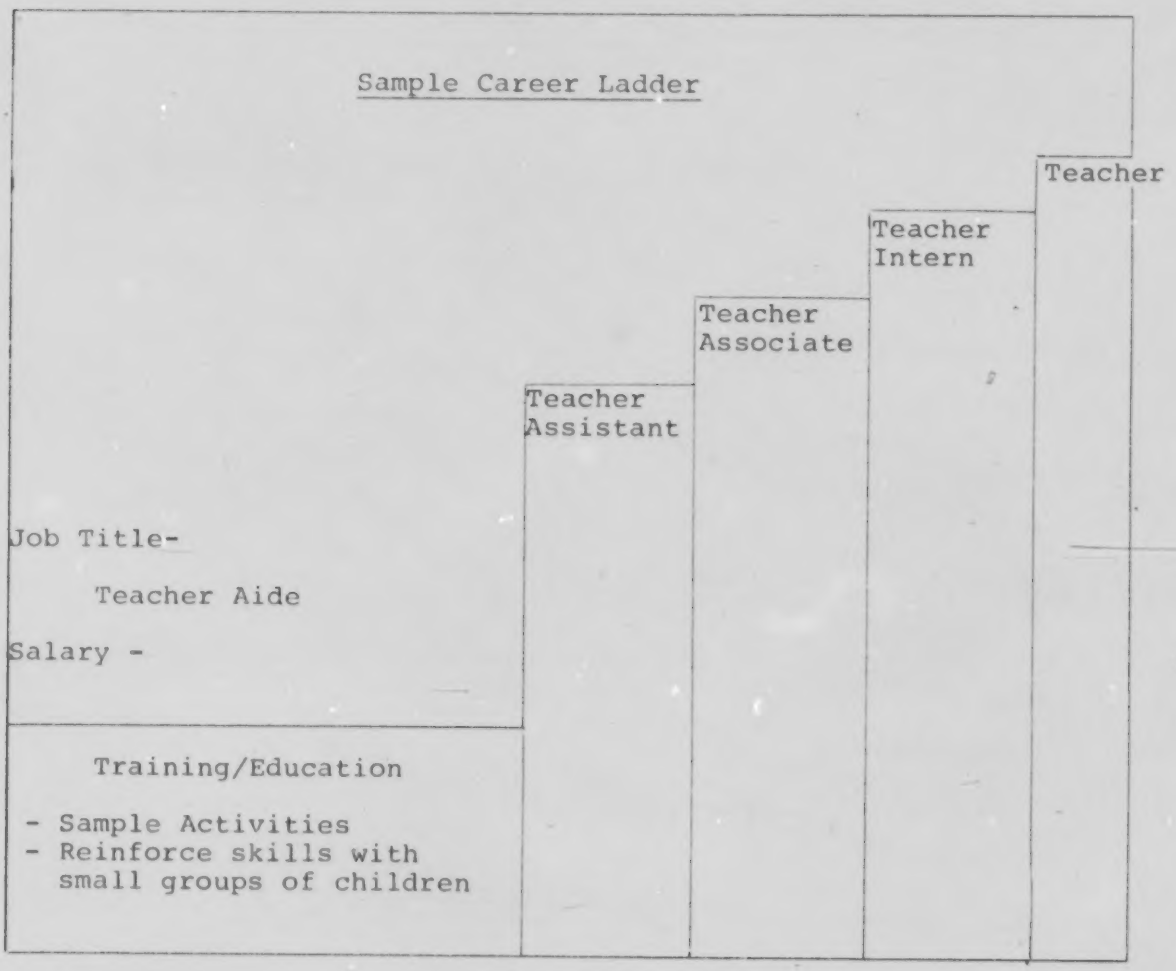
The new careers system thus becomes an effective anti-poverty strategy with such important related spin-offs as:

- provides jobs below the level of professional teacher;
- relieves teachers of many routine chores;
- allows more individual instruction;
- improves employment opportunities for minorities in education; and
- provides role models for young children in "disadvantaged" neighborhoods.

While various attempts to achieve these goals were tried as early as 1957, the social legislation of the '60s saw a sharp increase in the utilization of paraprofessionals. Most federally funded programs in health, community action, manpower, elementary, secondary and early childhood education required the hiring of paraprofessionals. Often, training and education opportunities accompanied the jobs. But it was not until the United States Office of Education initiated the Career Opportunities Program that a systematic attempt was made to implement full-scale career programs. The Career Opportunities Program

establishes a nationwide career training model to improve the learning of low-income children by putting new kinds of people to work as education auxiliaries in poverty area schools while they train toward eventual teacher certification. The ladder/ lattice concept would be the mechanism to achieve this mission.

Each step on the career ladder would be specifically delineated for the workers at that level. There would be an appropriate job title, set of tasks to be performed, required training and education, evaluation mechanism, and salary. Each COP participant would be expected to complete each rung on the ladder in a given period of time. A sample ladder in education would look like this.



Introduction

The Career Opportunities Program (COP) was established as a national priority under the Education Professions Development Act of 1967. From its inception in FY 1969, COP has had a dual responsibility -- that of improving educational opportunities for low-income persons by providing a work/study program leading to professional credentialling and that of reorganizing the local education delivery system so that all its personnel would be utilized more effectively toward improving the learning of children. To meet both of these responsibilities, each program was required to design and implement a career ladder/lattice.

The lattice structures are as varied as the some 150 projects themselves -- some simple, others complex; some with three major steps, others with six or seven; some with one vertical path in teaching, others with several paths in many educational functions. Each, however, required the involvement of local education agencies, institutions of higher education (IHEs), state regulatory bodies, and community groups to be realized. Each is significant, therefore, because of its impact on the lives of the people immediately affected by the implementation and because of its potential as a new careers model for other agencies and institutions in their respective communities.

The career lattice structure allowed the effective utilization of employees in the school setting directly in the teaching/learning process with functional mobility schemes that would allow community people with little formal training to "climb" from one rung to another with increasing responsibility, salary and related educational opportunity. On paper, the structure looked like a lattice -- one segment a ladder.

A Sample Lattice

Teaching	Library	School Social Work	School Health	School Guidance
Intern				
Associate				
Assistant				
Teacher Aide	Library Aide	Social Service Aide	School Nurse	Guidance Counselor Aide

The career ladder/lattice structure became the backbone of COP. It is important at this time to take a critical look at the many ladder/lattice structures that emerged during the formative years of COP.

A COP participant could enter the program at the entry level (e.g., teacher aide) with little or no formal training. (Because some COP participants often had years of classroom experience and some formal training, they would enter the program at advanced levels.) By working full-time in the classroom and attending college year-round, within 12 to 18 months, a participant would move to the next rung on the ladder. In order to facilitate this orderly progression upward, the school system and the IHE would often supply additional supportive services. With paid released time for training/education, counseling and tutoring services, and college credit for work experience or practicum, the paraprofessional would be helped in her/his mobility up the ladder.

The design of the lattice in most projects conformed both to the realization that COP funds would only be available for five years and the traditional college scheme of four to five-year curriculum to achieve the requirements for professional certification. The early new careers ladders that served as models for COP delineated three subprofessional levels (aide, assistant, associate) and most career lattice designs evolved with little variance from these suggested levels of the projected time frame of four to five years from entry level to certification.

The basic content of the work at each rung on the ladder came from the COP mandate of direct paraprofessional involvement in the teaching/learning process. For both the job description (tasks to be performed) and the training/education components of the lattice, this challenged designers to depart from traditional notions of what paraprofessionals would be permitted to do (especially in the classroom) and the sequencing of college courses that would provide the training for those tasks. In the education (teaching) function, for example, many local regulations precluded paraprofessionals from performing tasks which the COP mandate now proposed. In order to negotiate with governing bodies, reduce any tension between adults in the classroom, and still conform to program expectations, COP projects had to adopt clear policies to effect this crucial part of the career lattice structure.

Most projects employed a form of job-task analysis to look at each function and identify the specific activities to be performed at each lattice rung. This process also permitted some

"rethinking" of the character of the service delivery and the roles professionals, particularly those which with the help on the job of another adult, might now undertake. New roles for professionals would include diagnostician, trainer, orchestrater, and general classroom manager.

The task analysis process produced for each rung on the ladder clusters of activities ranging from very simple entry-level tasks to the more complex tasks at higher levels. The tasks at one level built on the training and education provided at the same time and on skills acquired at previous levels. Thus, the participant was able to "practice" learned educational concepts and methods in the reality of the work setting. The task analysis process also defined the specific role COP participants would play in the educational setting which provided a meaningful job description with many activities performed independently as the participant progressed up the ladder. This inclusion of the "para" in the educational team as a full partner was often not spelled out directly, but implied in activities assigned to paraprofessionals such as:

- °plans with teacher daily classroom activities;
- °participates in staff meetings;
- °directs small group activities for children.

The Work/Study Component

Other activities reinforced the paraprofessional's role as a student and symbolized the new relationship between the LEA and IHE. Activities, included at various rungs on the lattice, stipulated that participants would:

- °suggest techniques and new approaches for lesson delivery;
- °practice learned methods in classroom presentations.

Courses developed at the IHE reflected the paraprofessional's need for substantive content necessary to perform effectively in the school setting on a daily basis. "Core curriculum" courses were offered for COP participants and formed the basis of the training/education requirement for each step on the ladder. The sequencing of courses, especially those in the professional sequence, was often altered to provide the needed course/work at the appropriate level for the participant.

In addition to the planned curriculum, the IHE and LEA jointly developed new ways of enabling the COP participant to be both student and worker, while (often) maintaining family responsibilities. Courses had to be offered at a time convenient to

the participants' work schedules; full use had to be made of holidays and summers; transportation, counseling, tutoring and child care were all considerations to be worked out in this new partnership.

The issue of student teaching requirements and other IHE regulations relating to admission policies and testing would have to be resolved to meet the new demands of mobility requirements. The college-school-community partnership would be tested in unprecendented manner as a whole range of traditional values as well as legislated regulations would be confronted. Many projects were able to resolve these issues without impeding the planned progress of the lattice design -- others were not.

Alternative Models

In the career lattices examined, the majority held to the completion of a prescribed number of accredited college hours at each level before promotion to the next level. These we can label as the college-based model. In fewer instances, either because of prevailing union agreements or unwillingness to subscribe to promotion based on earned college credits, other promotional bases were advanced. There evolved a performance-based and a service-based model. While each required the accumulation of college credits for teacher certification, greater emphasis was placed on performance evaluation for promotion in some instances and, in others, time served on the job in a particular job title. Examples of these models are presented later in this paper, but the effect of the models on the training/education component of the lattice is important to note here:

- The college-based model often resulted in a specially tailored program for COP participants where a group entering the program at the same time took the same courses and progressed at the same rate. Many times, these courses were only for COP participants, taught at the work site rather than the college campus, and utilized many experienced people from the school community as instructors. Each step on the career lattice had a prescribed set of tasks to be performed and the course work was supportive of these tasks in this model.

- The performance-based model set as its promotional criteria satisfactory job performance in a variety of skill areas. The tasks in this model were meticulously delineated and in addition to college courses, there would be a prescribed amount of inservice training. (In some instances, these inservice courses were

given college credit.) While participants were expected to attend college, they were often "mainstreamed" into existing courses and free to select from the range of courses offered at any given time. There was less articulation between the actual work and courses taken.

- In the service-based model, COP participants seemed to have been selected on the basis of tenure as paraprofessionals in the LEA and patterns of upward mobility emphasized providing adequate salary incentives for pursuing course work. In many instances, there were no prescribed number of college hours to complete at a given time on the ladder. COP participants might be functioning on the Assistant level but just completing the first semester of college work. In many rural communities where it was difficult to get to college campuses daily, this model seemed to prevail. The training/education requirement was, therefore, given less priority in the lattice structure of the service-based model.

It is this combination of delineating tasks and providing training/education at each step of the ladder that breaks what Don Davies called "the traditional lockstep: first, we train you, then you work; first, you study theory, then you practice." Other aspects of the career ladder design revolved around this basic principle.

Job Titles, Evaluations and Salaries

Other important considerations of the lattice structure are job titles, evaluation mechanisms, and salary schedules. The titles given specific rungs on the ladder varied from project to project. Entry-level positions, in some cases, began with "tutor," incorporating into the ladder design a continuation of the Youth Tutoring Youth program associated with COP in many communities. Other entry-level titles picked up on a sensitive issue among organized paraprofessional groups -- whether they were to be considered teacher aides or educational aides. Paraprofessionals seemed to prefer the notion that their jobs existed as a benefit to the learning process rather than to the teacher. Many prefer the titles that reflected this position -- namely, instructional, educational, children's, or learning aides. The titles in most parts of the lattice are derivatives of the primary job function in that category and the level of the ladder, so we have these varities of job titles:

Educational Aide	Guidance Aide	Social Service Aide
Educational Assistant	Guidance Assistant	Social Service Assistant
Educational Associate	Guidance Associate	Social Service Associate
Educational Intern	Guidance Intern	Social Service Intern
Teacher	Guidance Counselor	Social Service Worker

Other projects chose to identify rungs in numerical progression resulting in these titles:

Instructional Assistant I	or	Trainee I
Instructional Assistant II	or	Trainee II
Instructional Assistant III	or	Trainee III
Instructional Assistant IV	or	Trainee IV
Teacher V	or	Teacher

Clearly, job titles tell participants, and the community, important things about their jobs. Titles ought to reflect the level and the responsibility entailed in a work situation. As differentiated staffing becomes more prevalent and the team concept more entrenched in American education, more creative job title designations will occur.

In including an evaluation criteria at each rung on the lattice, programs are certifying competency at each level. The evaluation mechamism serves to identify individual strengths and weaknesses as well as program strengths and weaknesses. Where evaluations for career advancement are performance-based, they are crucial to improving the training/education capability of the project. By including a performance evaluation at each rung on the ladder, the program asserts its investment in the success of the participant. No participant could put in three or four years of work and study only to learn that he/she could not perform adequately as a teacher. Also, where many participants are experiencing similar kinds of difficulty, additional program supports can be included. Systematic performance evaluations also support the teaching/learning process because most projects include cooperating teachers, team leaders, IHE coordinators, and project directors in the evaluation process. It serves as an opportunity to assess constantly the impact of the program on the learners, as well as the COP participants.

Salary increases for movement from one level of the career ladder to the next are included as a part of the career lattice network. While salaries for COP participants generally are not paid by the COP grant, each district was expected to compensate participants for increased responsibility and training. Many kinds of salary schedules are found, therefore, among the projects.

Salaries for COP participants were expected to conform to local standards. Most paraprofessionals were paid on an hourly basis rather than an annualized salary. In addition, most participants salaries were funded from federal or state grant programs

rather than tax-levied funds. The combined effect of these two factors resulted in uncertainty as to continued status from year to year as funding resources obtained were changed. Projects, therefore, had to obtain commitments for priority in retention, fringe benefits, stipends for holiday study, etc., for COP participants.

Salary increases often presented problems for many districts. Most employees received an annual increment for service but there were few provisions for significant raises for career advancement promotion. Differences in salary from one step to another tended to be minimal in many cases. Where COP participants were covered by union agreements or were incorporated into existing civil service policies that rewarded training and education, the salary differences tended to be more significant.

* * *

The ladder/lattice design effectively deals with the two important functions of:

1) effective use of personnel, and
2) career mobility.

With its special emphasis on improving the education of children from depressed environments, COP, through the career lattice design, has taken a major step in proving the viability of utilizing the talents and skills of residents of these communities in delivering educational services. This concept has succeeded in reducing the gap between the professional and the consumer, and has designed a means to expand alternatives to achieving credentialling and higher education opportunities to compensate for years of limited educational opportunities and narrow policies that have contributed to the existence of such conditions.

PART 2

Examples of Career Lattice Concepts in Operation

I. Career Lattice Designs

II. Sample Job Descriptions

III. Articulation between Work and Training

IV. Evaluation Designs

Career Ladders

Exhibit 1. San Juan School District
Blanding, Utah

--integrated career advancement concept with funding options

Exhibit 2. Laramie County School District
Cheyenne, Wyoming

--sample career ladder with entry-level options

Exhibit 3. Breathitt County School System
Jackson, Kentucky

--vertical mobility routes with options beyond the B.A. degree

Exhibit 4. Portland, Oregon, Public Schools

--vertical, horizontal, and diagonal mobility patterns with annualized salaries

Exhibit 5. Las Cruces, New Mexico, Public Schools

--special ladder for Vietnam-era veterans

Exhibit 6. Durham, North Carolina, Public Schools

--4-step career ladder with in-step increments and differentiated salary levels

Exhibit 7. Dade County, Florida, Public Schools

--sample patterns of mobility on lattice scheme

Exhibit 1.

San Juan School District
Blanding, Utah

This career ladder design is expanded beyond the usual four- or five-step ladder to illustrate a very broad range of employment, training, and mobility opportunities.

San Juan School District
Blanding, Utah

CAREER LATTICE

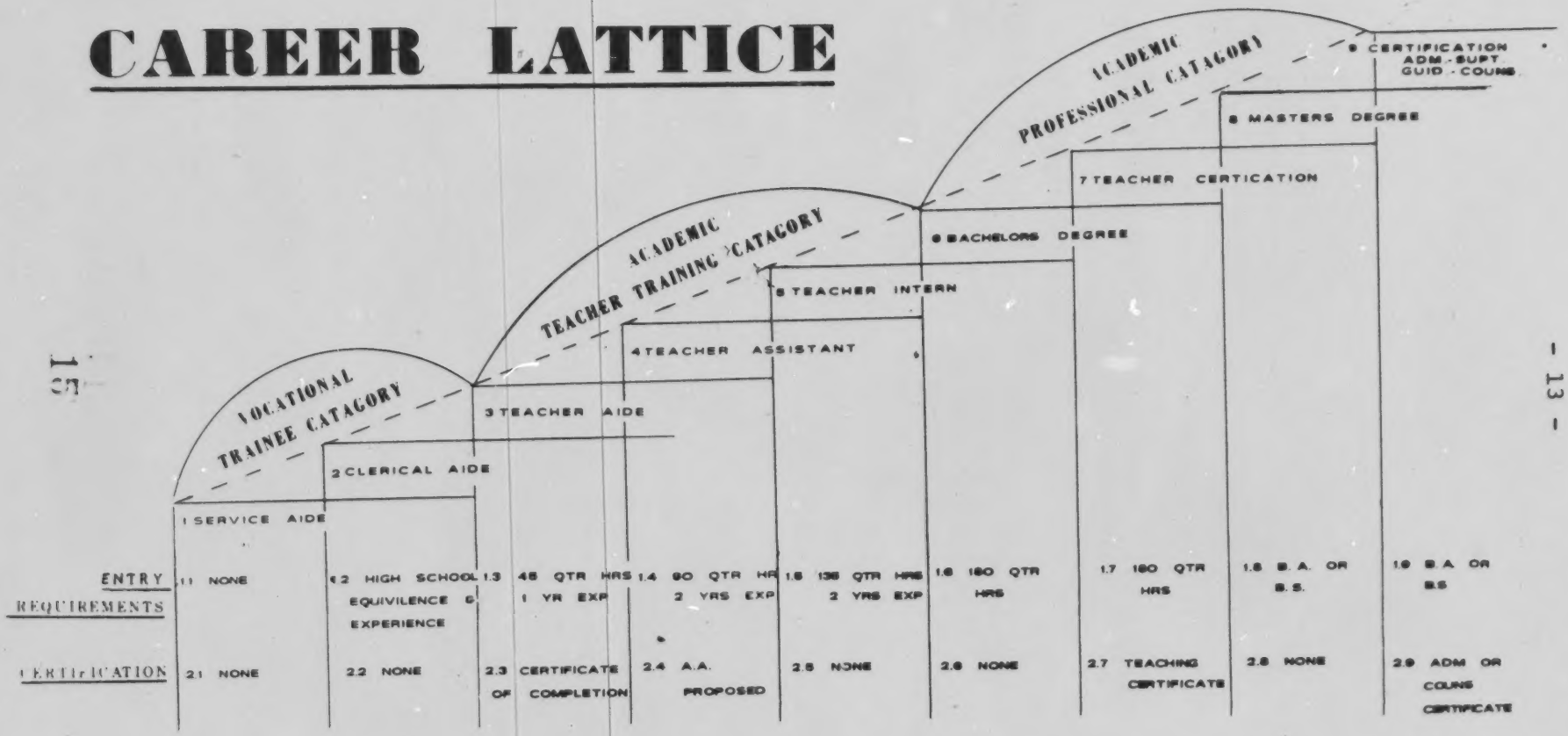


Exhibit 2.

Laramie County School District
Cheyenne, Wyoming

This simple ladder design illustrates how a relatively small system implemented three entry-level positions not requiring any post-high school preparation and two entry-level positions for workers with some college credits. While only a three-step ladder, this design maximizes entry-level options.

Laramie County School District No. 1
Cheyenne, Wyoming

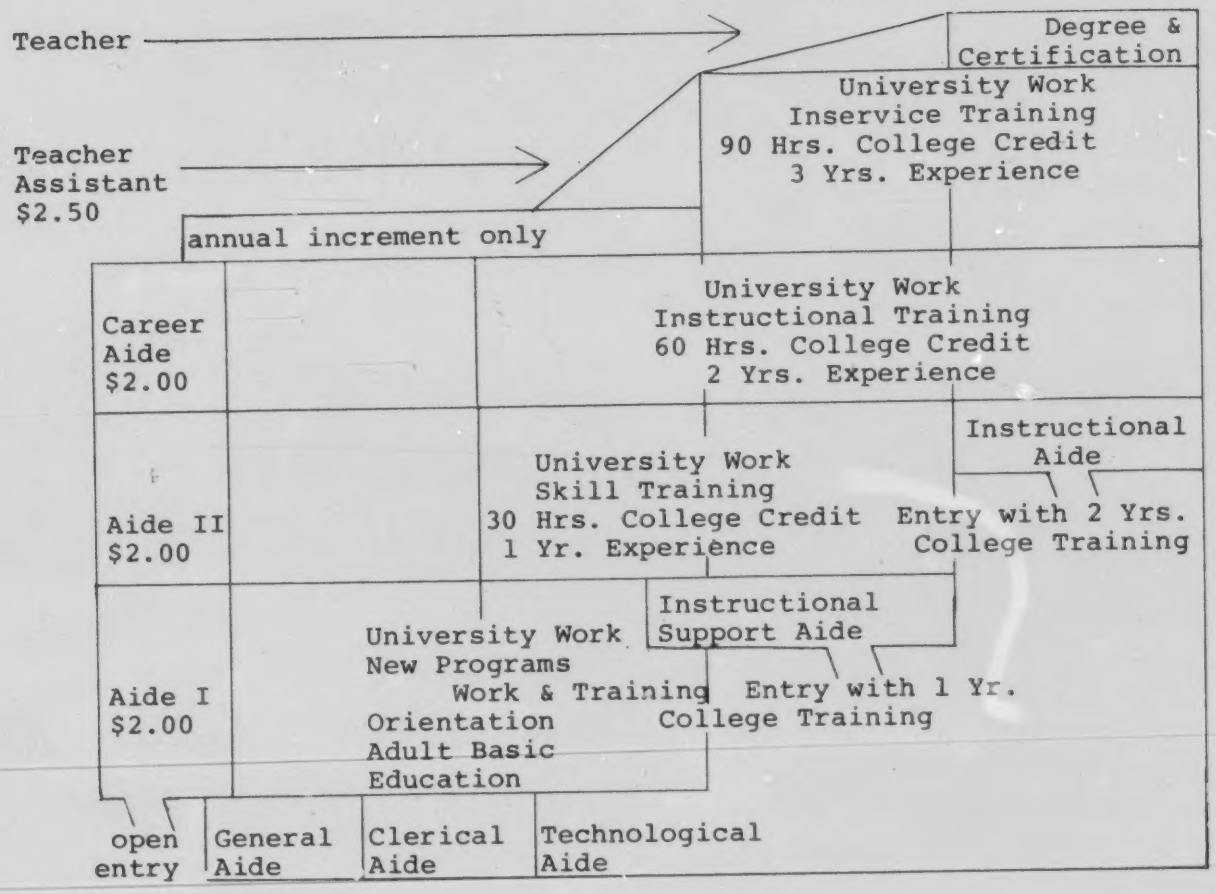


Exhibit 3.

Breathitt County School System
Jackson, Kentucky

This ladder design illustrates the variety of terminal objectives (nutritionist, teacher, counselor, media specialist, etc.) available in the system and the routes open to achieving them. This fairly rural system maximizes training and employment options with the implementation of this design.

CAREER LATTICE DISPLAYING POSSIBLE VERTICAL & HORIZONTAL MOBILITY
FROM ENTRY LEVEL THROUGH THE MASTER'S DEGREE TO DEPARTMENTAL CHAIRMAN

Joint County School System, Iowa

Terminal Objectives / Training Level	Min. Accum of Coll. Credit Hours	Home Nutrition-ist	Headstart Teacher	Classroom Teacher	Counselor	Librarian	Media Specialist	Special Ed.-Elem. -Sec.	Speech Therapist	Home-School Coordinator	Home Bound Teacher	Ind. Arts	Voc. Ed.
VERTICAL MOBILITY — Dept. Chrm.													
Masters Teacher	160												
Teachers BA Deg.	130												
Intern Tchr.	100												
Sr. Assoc.	70												
Assoc. (AA Deg.)	64												
Aide II	33												
Aide I	8												
Aide (Entry)													

Exhibit 4.

Portland, Oregon, Public Schools

The Portland, Oregon, career lattice design illustrates a four-step ladder with upward, diagonal, and horizontal mobility.

Portland, Oregon, Public Schools

Career Lattice

Career Opportunities Program

1970

SEQUENCE OR PROMOTION			SPECIALTY AREAS		
Level	Salary Range	Education Required	Library/ Resource/ Media	Instruction	Counseling/ Community Services
Profes-sional	$6,400+	4 Years College			
III	$4,132.50 - $3,990.00	120 quarter hrs. or 1 yr. college plus demonstrated proficiency at Aide II level			
II	$3,847.50 - $3,634.70	60 quarter hrs. or demonstrated proficiency at Aide I level			
I	$3,492.20 - $3,207.20	High school graduation	Audio-visual	Art Music P.E. Class-room Home Ec. Ind. Arts	

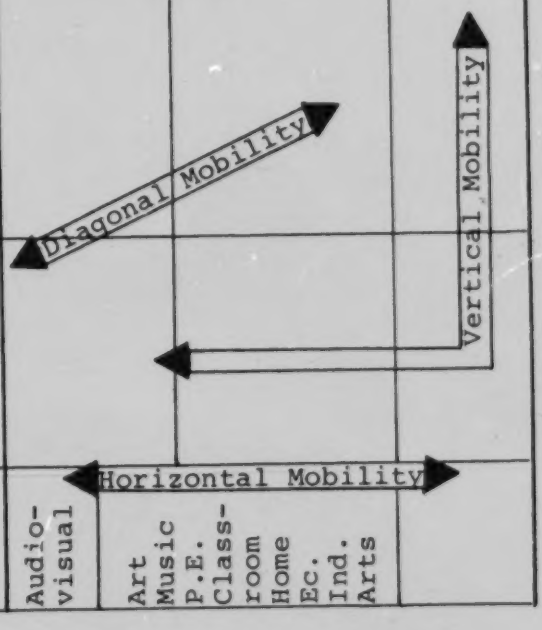


Exhibit 5.

Las Cruces, New Mexico, Public Schools

The Las Cruces program has a special career ladder for Vietnam-era veterans.

Las Cruces, New Mexico

Career Opportunities Program

Career Lattice for Veterans

IV Senior — 94
Enrolled at NMSU in Teacher Education, 1/2-time basis not less than 11 semester hours, not more than 15 semester hours. Must have earned at least 94 semester hours. $90 per week.

III Junior — 62
Enrolled at NMSU in Teacher Education, 1/2-time basis not less than 11 semester hours, not more than 15 semester hours. Must have earned at least 62 semester hours. $90 per week.

II Sophomore — 28
Enrolled at NMSU in Teacher Education, 1/2-time basis not less than 11 semester hours, not more than 15 semester hours. Must have earned at least 28 semester hours. $90 per week.

I Freshman — 0
Enrolled at NMSU in Teacher Education, 1/2-time basis not less than 8 semester hours, not more than 15 semester hours. $90 per week.

CREDIT HOURS NEEDED FOR each level

FIELD OF WORK

Vietnam-era veterans from low-income backgrounds with financial need at Las Cruces Public Schools four school periods per day or 20 hours per week.

I	II	III	IV
Assign veterans to supervising teachers at Las Cruces Public Schools to be used as strict participants in the learning-teaching process.	Rotate veterans in 4 subject areas: Math, Science, English, & Social Studies, on a yearly basis.	Assist teachers in helping low-income students who have difficulty mastering subject material that a large percentage of the group has mastered.	Veterans will intern in the area of their teaching specialty in preparation for full-time teaching & employment.

Exhibit 6.

Durham, North Carolina, Public Schools

A four-step career ladder with in-step increments and differentiated salary levels.

Durham, North Carolina, City Schools

SALARY SCHEDULE, 1971-1972

Paraprofessionals: 9 1/4 Months Employment

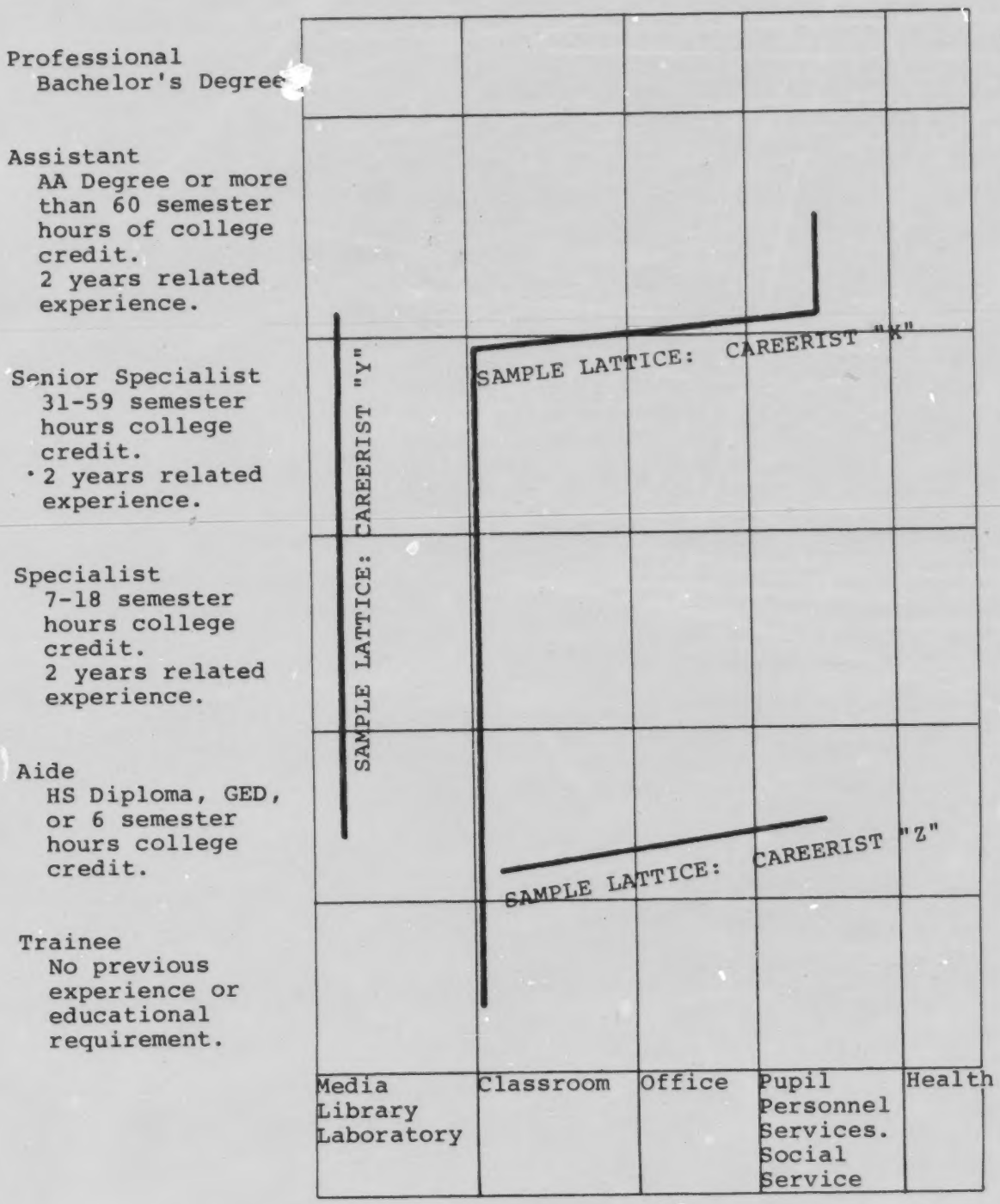
POSITION LEVELS	PER	Salary Rate Steps 0	1	2
TEACHER AIDE	Day	13.38	13.98	14.31
	Month	290.00	303.00	310.00
	9 1/4 mos.	2682.50	2802.75	2867.50
TEACHER ASSISTANT	Day	15.51	15.97	16.43
	Month	336.00	346.00	356.00
	9 1/4 mos.	3108.00	3200.50	3293.00
TEACHER ASSOCIATE	Day	17.68	18.14	18.60
	Month	383.00	393.00	403.00
	9 1/4 mos.	3542.75	3635.25	3727.75
TEACHER INTERN	Day	19.85	21.00	21.69
	Month	430.00	455.00	470.00
	9 1/4 mos.	3977.50	4208.75	4347.50

Exhibit 7.

Dade County, Florida, Public Schools

This ladder shows three different paths chosen by careerists x, y, and z.

Dade County, Florida



Sample Job Descriptions

Exhibit 1. Cleveland, Ohio, COP

--Aide Functions
--Performance Levels I, II, and III

Exhibit 2. San Francisco, California, Unified School District

Task Analysis

--Children's Center and Kindergarten
--Counseling Aide
--ESL Bilingual Aide
--Media Technician
--Library Aide
--Special Education Aide
--School Laboratory Assistant
--Health Aide

Exhibit 3. Savannah, Georgia, COP

--Aide, Assistant, Associate, Intern

°Teacher
°Librarian
°Counselor

The Cleveland, San Francisco, and Savannah COP job descriptions reflect the varied activities that COP participants perform in diverse areas of educational support. From these descriptions, it is immediately apparent that paraprofessionals are capable of performing many activities previously assigned to professionals. The tasks at the entry level are very simple but assist paraprofessionals in developing basic skills necessary to advance to more complex activities.

Cleveland (Task Differentiation)

Performance Level I
Instructional: Listen to children read orally.

Performance Level II
Instructional: Read and tell stories to small groups.

Performance Level III
Instructional: Teach the phonetic skills.

San Francisco

Each description exemplifies the many occupational areas in which paraprofessionals provide effective assistance to meet what might have been unmet needs.

Savannah

This simple career lattice system depicts activities performed with associated skills that could be transferred to either of the job functions allowing horizontal and diagonal mobility.

Exhibit 1. Cleveland, Ohio,

Career Opportunities Program

AIDE FUNCTIONS

Performance Level I

The educational aide functioning at this level shall do so under the direct supervision and guidance of the principal or a fully certified teacher. Further, a representative of the Career Opportunities Program (COP) administration and teacher training institution shall assist in the supervision and guidance process.

Categories and Tasks

I. Clerical

A. Keep daily attendance.
B. Secure supplies and mail from office.
C. Alphabetize cards, records.
D. Assist in registering new students.

II. Instructional

A. Drill students on basic facts.
B. Provide remedial help to individual students.
C. Read to individuals and to small groups.
D. Listen to children read orally.
E. Assist students with bell work.
F. Assist teacher with arts and crafts.

III. Housekeeping

A. Clean up and straighten furniture in classroom.
B. Arrange supplies and distribute materials.
C. Clean up after games sessions.
D. Keep art materials clean and in order.
E. Take care of plants and animals.
F. Keep cupboards neat and tidy.

IV. Managerial

A. Help children with wraps.
B. Assist in breakfast and lunch program.
C. Assist with supervision of games.
D. Assist in movement and dismissal of classes.
E. Assist in homeroom and study hall.
F. Distribute books, worksheets, and workbooks.

G. Aid and participate in free play.
H. Accompany class on field trips.
I. Escort sick or injured children home or to the school nurse.
J. Aid in class management during recess and toilet periods.

V. Materials Preparation

A. Have supplies ready for each learning session.
B. Cut and prepare paper and tagboard.

VI. Community Contact

A. Take children home in emergencies.
B. Listen to and console individual children.
C. Assist teacher with home-school contacts.

VII. Audiovisual Operator

A. Aid in setup and utilization of AV equipment.
B. Secure and return equipment.

AIDE FUNCTIONS

Performance Level II

The educational aide functioning at this level shall do so under the direct supervision and guidance of the principal or a fully certified teacher. This employee will have had the benefit of one year of service plus 48 quarter hours of college training. Therefore, it is expected that s/he will perform effectively all duties attendant to the position of Educational Aide I with a minimum of supervision. Employees in this position are also expected to perform the following tasks under full supervision.

Categories and Tasks

I. Clerical

A. Grade papers and workbooks.
B. Record information on progress charts.
C. File papers, cards, records.
D. Help teacher with class register.
E. Write tardy slips.
F. Serve as attendance center contact.
G. Work in main office on attendance as requested.
H. Assist with lunch cards.
I. Average report card grades.

II. Instructional

A. Help students with games and puzzles.
B. Assist in special skill subject projects.
C. Assist students in completing assignments.
D. Assist pupils with bell work.
E. Help previously absent students with make-up work.
F. Read and tell stories to small groups.
G. Provide extensive remedial aide to individual children.

III. Housekeeping

A. Keep chalkboards clean and lined.
B. Decorate the classroom.

IV. Managerial

A. Supervise children moving to and from lavatory.
B. Supervise seatwork activities.

C. Help to keep class in order.
D. Aid teacher in proctoring tests.
E. Aid teacher with library program.
F. Suggest and organize fun-filled activities.
G. Supervise entry and exit from building.
H. Serve breakfast and lunch.
I. Supervise recess.

V. Community Contact

A. Assess home situation through visits.
B. Prepare and send notes to parents.
C. Contact parents by telephone.
D. Plan and arrange parent visits.

VI. Materials Preparation

A. Prepare and duplicate materials.
B. Make charts and rosters.
C. Serve as liaison between resource center and teacher.
D. Write lessons on chalkboard.
E. Prepare for science experiments.
F. Prepare permission slips for field trips.
G. Print materials.

VII. Audiovisual Operator

A. Have TV and radio ready for all sessions.
B. Operate equipment as a part of classroom sessions.

AIDE FUNCTIONS

Performance Level III: Educational Technologist

The educational technologist is a highly skilled school employee who has received at least two years of experience, an Associate Degree, and the benefit of prescribed inservice training. Although this employee is under the supervision and guidance of the principal, teacher, COP administration, and teacher training institution representative, s/he carries out his responsibilities with a minimum of direct supervision. It is expected that he perform effectively all tasks assigned to aide levels I and II with little direct supervision. The following duties are also to be carried out with some professional supervision.

Categories and Tasks

I. Clerical

- A. Record information on permanent record cards.
- B. Write reports regarding pupil progress and behavior.
- C. Be completely responsible for register.
- D. Type records, reports, etc.
- E. Maintain a filing system.
- F. Arrange field trips.
- G. Score standardized tests.

II. Instructional

- A. Reinforce lessons introduced by teacher.
- B. Help teacher present lesson.
- C. Evaluate student progress on an individual basis.
- D. Review concepts taught by teacher.
- E. Instruct small groups.
- F. Conduct specialized tutoring.
- G. Teach class in absence of teacher.
- H. Teach songs and plays.
- I. Analyze and diagnose reading problems.
- J. Teach phonetic skills.
- K. Counsel individual children.
- L. Use approved methods of discipline.

III. Housekeeping

- A. Set up displays.
- B. Keep bulletin boards current.

IV. Managerial

A. Supervise lunchroom.
B. Supervise recess.
C. Supervise detention for entire school.
D. Manage collection of monies.
E. Assume classroom control in absence of teacher.
F. Relieve teachers for planning periods.
G. Supervise halls and corridors.
H. Supervise noon movie, lunchroom.
I. Supervise study group in library.
J. Manage school store.
K. Manage homeroom.

V. Community Contact

A. Motivate and facilitate parent involvement.
B. Serve as liaison to community groups and organizations.

VI. Materials Preparation

A. Construct transparencies, flash cards, etc.
B. Operate dry copier, xerox machine, etc.

VII. Audiovisual Operator

A. Operate all AV equipment.
B. Utilize various educational toys.

Exhibit 2. San Francisco Unified School District

TASK ANALYSIS

Children Center and Prekindergarten

Academic Areas

1. Tell or read stories to children.
2. Help children with language arts, skills.
3. Work with word drills.
4. Work with individuals or small groups in follow-up reading activities.
5. Explain basic concepts of nutrition and hygiene to children.
6. Prepare materials for specific lessons.

Classroom Routine

1. Register new students.
2. Assist in art work.
3. Assist with field trip arrangements.
4. Assist on field trips.
5. Assist in housekeeping of classroom.
6. Take charge of class when teacher is out of room.
7. Work on special projects.
8. Work with individuals and/or small and large groups.
9. Help children learn routines in terms of keeping the room orderly and attractive for themselves.
10. Aid pupils with minor injuries or illnesses.
11. Talk with individuals about school work.
12. Provide moral support when individuals have difficulty with a learning situation.

School Routine

1. Supervise playground, yard, and cafeteria.
2. Assist with special activities, such as art shows, science fair, sports, etc.

Community Relations

1. Act as a liaison between parents and school.
2. Under direction of teacher, invite parents to attend programs on exhibits.
3. Participate in parent-teacher-pupil conferences.

TASK ANALYSIS

Counseling Aide

Academic Areas

1. Tutor in the following academic subjects: Reading, Math, Spelling, Language Arts, Social Science.
2. Assist in testing.
3. Consult Reading Specialist in preparation of materials.

Classroom Routine

1. Observe students in classroom.
2. Participate in classroom activities.
3. Assist substitute teachers in classroom.
4. Consult teacher on specific behavior and learning difficulties.
5. Plan and participate on field trips.

School Routine

1. Participate in school projects (graduation, fairs, picnics).
2. Work in supervision of hallways.
3. Supervise yard games.
4. Make referrals to school nurse.

Program Related

1. Attend inservice training.
2. Update records; keep records.
3. Write reports.
4. Attend staff meetings.
5. Work on evaluation.
6. Perform clerical work.

Counseling

1. Perform group and individual counseling.
2. Perform counseling in crisis situations.
3. Observe and counsel in yard and in lunchroom.
4. Hold conferences with teachers and students.
5. Work with Speech Therapist.
6. Play with children.

Community Relations

1. Familiarize him/herself with people and agencies on his/her referral list.
2. Be aware of the particular school community needs and concerns.
3. Act as liaison between school and community.
4. Contact and become familiar with community agencies.
5. Make referrals to community agencies.
6. Confer with parents.
7. Make home visits.

TASK ANALYSIS

ESL Bilingual Aide

Academic Areas

1. Tell and read stories to children.
2. Give word drills.
3. Review English vocabulary with students.
4. Take new students on tour of school.
5. Help with spelling.
6. Listen to and correct improper speech.
7. Help children with language arts skills.
8. Work with individuals or small groups in follow-up reading activities.
9. Teach English as a second language.

Classroom Routine

1. Prepare classroom materials.
2. Take charge of class when teacher is out of room.
3. Work with individuals and/or small groups.
4. Check pupils' performances of assigned tasks.
5. Talk with individuals about self-discipline.
6. Provide moral support when individuals have difficulty.
7. Assist in organization and setting up of bulletin boards.
8. Plan and participate in field trips.
9. Collect and distribute specific materials for lessons.
10. Help maintain a folder of representative work for each student.

School Routine

1. Orient students to school rules.
2. Orient students to teacher's role, counselor's role, etc.
3. Perform supervision duty in playground, yard, and cafeteria.
4. Assist in clerical work.

Community Relations

1. Act as liaison between parents-school.
2. Participate in parent-teacher-pupil conferences.
3. Contact children's parents (both) by telephone and visit home when directed.

TASK ANALYSIS

Media Technician

Academic Areas

1. Assist in language arts, social studies, reading, and mathematics programs.
2. Provide student- and teacher-produced visual materials.
3. Activate interdisciplinary learning.
4. Provide student-community projects.
5. Activate multi-ethnic learning.
6. Accelerate creative teaching.
7. Provide opportunities for individualized instruction (special projects).
8. Take child and/or children to library to work on special projects.
9. Help children with language arts skills.

Classroom Routine

1. Instruct teachers and students in the operation and maintenance of multimedia equipment.
2. Teach camera techniques (still and motion), projector techniques, design multiple visuals, darkroom techniques, and setting up and using three-screen units.
3. Instruct students and teachers in developing individualized learning projects by incorporating student- and teacher-made materials.
4. Present student-produced, three-screen rear view slide program.
5. Help students to study a subject further. Example: study about Chinese Americans in San Francisco, show "Children of the Golden Mountain."
6. Stimulate the class to create their own programs.
7. Teach students picture taking, developing, and enlarging.
8. Set up bulletin boards for children's displays.

School Routine

1. Centers are set up for zones, not individual schools.
2. Meet with teachers and school principals, setting up appointments for multimedia demonstrations.
3. Assist with and participate in field trips.
4. Make audiovisual aids.
5. Help children select books and bring in and display library materials.
6. Operate audiovisual equipment.

Community Relations

1. Attend P.T.A. meetings and demonstrate materials and methods and techniques of working with students and teachers.
2. Work with other school programs. Example: Teacher Learning Center, P.T.A., etc.
3. Invite parents to attend programs or exhibits put on by students.

TASK ANALYSIS

Library Aide

Ordering Process

1. Use adding machine to verify total costs of book orders.
2. Receive and unpack shipments of materials, check materials against order, verify invoices with shipments.
3. File invoices.
4. Assess needs of the library and make appropriate suggestions.
5. Check order against card catalog to avoid unwanted duplication.
6. Prepare materials according to established routines.

Operational Process

1. Check shelves on a regular basis to see that non-fiction books are in Dewey Decimal order and that fiction books are in alphabetical order.
2. Publicize and promote use of library materials.
3. Process new books and other multimedia materials.
4. Open and close library under supervision.
5. Assist in exhibits and displays.
6. File cards in card catalog.

Student and Staff Related

1. Assist children in locating books on library shelves.
2. Teach children the use of library tools (i.e., card catalog, etc.).
3. Read stories to groups of students.
4. Keep librarian informed of classroom activities.
5. Charge and discharge library materials.
6. Pull sets of various books on a subject and send them to teachers upon request.
7. Recommend books to students (after reading same).

Maintenance Process

1. Maintain physical standards of book collection by typing and affixing labels to spines, typing charge cards, replacing date due slips and doing simple mending with library mending tape.
2. Maintain card catalog and shelf list inventory.

3. Maintain a running inventory of library supplies so that they can be kept at the needed volume.
4. Maintain equipment inventories.
5. Assist in inventory during school term.

Community Relations

1. Participate in P.T.A. Library Committee meetings and explain to P.T.A. the duties of a library aide.

TASK ANALYSIS

Special Education

All Educationally Handicapped Aides

Academic Areas

1. Talk or read stories to children.
2. Work with individuals and small groups in follow-up reading activities.
3. Help children learn how to keep the room orderly and attractive.
4. Give word drills.

Classroom Activities

1. Prepare classroom aids.
2. Work with individuals and small groups.
3. Help children learn how to keep room orderly and attractive for themselves.
4. Take charge of class when teacher is out of the room.
5. Perform clerical duties.
6. Assist on field trips.
7. Help in organizing and setting up bulletin boards.
8. Provide moral support when individuals have difficulty with a learning situation.
9. Talk with individuals about self-discipline.
10. Check pupils' performances of assigned tasks.

School Routine

1. Supervise playground, yard, and cafeteria.
2. Help children in selecting books.
3. Assist in setting up library display materials.

Community Relations

1. Telephone parents about routine matters.
2. Participate in parent-teacher-pupil conferences.

TASK ANALYSIS

Special Education

Hearing Handicapped Aide

Description of Role

1. Participate independently in conducting a complex motor training program.
2. Demonstrate positive attitude about the significant worth of learning daily living skills, i.e., hand washing, toilet training (including management of accidents), eating, dressing, grooming, etc.
3. Conduct oral language training activities.
4. Provide an excellent speech and language model for children to imitate.
5. Learn easily and quickly the manipulation and adjustment of hearing aids.
6. Demonstrate understanding of 3-, 4-, and 5-year-old behavior.
7. Prepare audiovisual curriculum materials.

Visually Handicapped Aide

Description of Role

1. Demonstrate positive attitude about the significant worth of learning daily living skills, i.e., hand washing, eating, dressing, toilet training, grooming, etc. (Includes management of toilet accidents.)
2. Demonstrate knowledge of primary curriculum areas; Reading, Writing, Arithmetic, etc.
3. Participate actively in walking field trips.
4. Is physically able to pick up children and to stretch, bend, squat, crawl, etc., with younger children.
5. Work with individuals and groups of children independently and cooperatively.
6. Demonstrate ability to follow and move through a rigorous time schedule.
7. Learn quickly a rather complex orientation program.

TASK ANALYSIS

Special Education

Deaf-Blind Aide

Description of Role

1. Communicate (includes special deaf/blind sign language) with deaf/blind children.
2. Participate in a program of precision teaching techniques with deaf/blind children.
3. Independently conduct intensive tutorial activities designed by the teacher (rhythm, drum beating, vocalizing, etc.) using behavior modification techniques.
4. Demonstrate positive attitude about the significant worth of learning daily living skills, i.e., hand washing, eating, dressing, toilet training, grooming, etc.
5. Demonstrate ability to follow and move through a rigorous, demanding time schedule.
6. Pick up children; physically restrain and support children; squat, crawl, bend to work on physical level with children.
7. Participate actively in swimming pool activities with children.

Dysphasic Aide

Description of Role

1. Conduct oral language training programs under direction of special teacher.
2. Work with individuals and groups.
3. Modify his/her oral language with ease to match auditory abilities of pupils.
4. Interact positively and supportively with pupils experiencing emotional crises.
5. Deal with hostile behavior comfortably.
6. Demonstrate awareness and adaptation in reducing frustration of pupils.
7. Provides accepting and appropriate levels of expectancy to facilitate communicative interactions with and among pupils.
8. Demonstrate flexibility and cooperation in serving two teachers and two classes.
9. Participate actively in walking field trips.
10. Learns quickly a rather complex orientation program.

TASK ANALYSIS

School Laboratory Assistant

School Routine

1. Prepare, assemble, set up, and distribute laboratory apparatus, equipment, audiovisual aids, materials, and reagents for biochemistry classes and laboratory experiments.
2. Attend laboratory when in use and assist as needed.
3. Safeguard all laboratory supplies and equipment against breakage, spoilage, or theft.
4. Organize and instruct student volunteer groups to assist aide in carrying out his/her duties under teacher's direction.
5. Confer with teachers and students regarding use of laboratory.

Maintenance

1. Store, maintain, and make minor repairs to laboratory equipment.
2. Construct simple laboratory apparatus when needed.
3. Receive and check laboratory supplies as they arrive.
4. Maintain an inventory of laboratory supplies.
5. Assist in maintenance of laboratory equipment and supplies in biochemistry laboratory at high school and perform related duties as required.
6. Assist in the prevention of damage and loss of laboratory equipment.

Clerical

1. Type reports for classroom use.
2. Prepare stencils and mimeograph materials used in Science classes.

TASK ANALYSIS

School Laboratory Attendant

School Routine

Set up and distribute laboratory aids, apparatus, equipment, and materials for laboratory use; safeguard laboratory supplies and equipment against breakage, spoilage, or theft.

Maintenance

1. Store laboratory equipment and supplies; inspect equipment for obvious and minor damage; maintain inventory and records of supplies.
2. Check materials and equipment in and out of school laboratories and assist the instructor in setting up demonstrations, experiments, and equipment.

Clerical

Assist certified staff in preparation of records and reports. Related duties as required. Example: Order supplies when needed.

TASK ANALYSIS

Health Aide

Counseling

1. Talk to and take time with children who have discipline problems which are health related.
2. Counsel children who have health problems in the following areas: hygiene, nutrition, acne, weight, dental care, pierced ears, menstruation.
3. Listen to students' problems not necessarily related to health.
4. Attend conferences with psychologists, social workers, teachers, counselors, assistant principals, principals, etc.
5. Discuss students' questions on health problems.
6. Comfort and counsel troubled children.

Formal Health Instruction, Research, and Inservice

1. Set up health classes for small groups.
2. Assist Public Health Nurse with weight watchers class.
3. Sit in on class, lecture on health problems.
4. Give talks to different classes to help them to understand the functions of the health aide.
5. Participate in meetings with other health aides for inservice and drug abuse programs.
6. Help organize V.D. information programs with deans, counselors, mental health centers, etc.
7. Participate in V.D. and sex education programs.
8. Attend Family Life Education Series.
9. Write pamphlets for V.D. presentations.
10. Order and screen health films for next year.
11. Assist with nurses' club activities.
12. Assist in planning of health curriculum.
13. Research health information.

Immediate Medical Aid

1. Deal with emergency injuries requiring parental contact, accident reports, and hospital referrals.
2. Call mini-bus for sick child going home.
3. Give private Medical Doctor referrals.
4. Clean and bandage wounds.
5. Apply ice to possible sprains and head injuries.
6. Apply warm compresses to strained muscles and abdomen for menstrual cramps.

7. Treat bloody noses.
8. Remove small splinters.
9. Observe children for further medical complications.
10. Care for stomach aches and headaches.
11. Identify signs and symptoms of oncoming illnesses.
12. Remove foreign objects from eyes.
13. Give students salt water for gargling.
14. Allow children to rest.

Medical Follow Ups

1. Follow up on prolonged absences.
2. Follow up on those students with previous medical problems.
3. Compile a list of those who need periodic follow up.
4. Assist students in taking prescribed medicines, with parental and administrative approvals.
5. Contact parents and talk with children about immunizations.
6. Make appointments at public health office or San Francisco General Hospital.
7. Accompany child to Public Health Center or hospital with parental and school approvals.
8. Make home visits with nurse.
9. Follow up on Private Medical Doctor (PMD) instructions.

Clerical

1. File, update, and organize health card files.
2. Type mimeograph sheets.
3. Transfer health records.
4. Take telephone messages.
5. Contact parents if health records have not been submitted to proper school personnel.

Screening and Follow Up

1. Assist nurse with routine procedures in health screening: vision, hearing, T.B. testing, sickle cell anemia, dental care, physical exam, etc.
2. Contact parents to get permission slips for health screening.
3. Follow up on all screening. Involves contacting parents, students, occasionally teachers, counselors.
4. Screen out potential remedial P.E. participants for next September's program.
5. Arrange or assist in pregnancy tests.

Routine Maintenance Duties

1. Maintain discipline in nurse's office.
2. Maintain and replenish first aid supplies.
3. Refill field trip kits.
4. Keep first aid tray in order.
5. Pick up medical supplies.
6. Keep nurse's office clean and orderly and keep bedding changed.
7. Report need for new supplies to principal.
8. Make and keep current a bulletin board display for office.
9. Order supplies for next year.
10. Give first aid supplies to teachers.

Exhibit 3. Savannah, Georgia

COP PARAPROFESSIONALS

Aides

Teacher	Library	Counselor
Duplicate instructional materials. Duplicate mass communications. Copy materials on blackboard (requires legible manuscript and cursive writing). Duplicate children's writings and other works. Duplicate class newspaper. Duplicate scripts for plays and skits. Telephone parents of absent children. Telephone parents to verify notes requesting that children leave school early. Account for and inventory nonconsumable classroom stock such as books, textbooks, dictionaries, reference books, etc. File correspondence and other reports in children's records. Complete requisition supply forms. Send for free and inexpensive materials. Enter evaluative marks in teacher's marking book. Supervise clean up time. Assist in supervising playground, cafeteria, and loading and unloading of buses. Supervise checking in and out of books in room library.	Mend and rebind books. Prepare bulletin boards. Shelve books and read shelves. Learn classification of books in the library. Learn the use of the card catalog. Make the library attractive.	Duplicate guidance materials. File letters, information, etc. Write for guidance materials. Proctor for group testing. Complete counselor reports. Type interview notes. Repair and mend worn materials. Maintain guidance folders for children. Make appointments. Pick up children for counseling appointments.

Teacher	Library	Counselor
Supervise children scheduled for health examinations by nurse or doctor.		
Supervise children scheduled for routine measuring, weighing, and eye testing.		
Attend to housekeeping chores.		
Attend to classroom physical environment; ventilation, lighting, temperature.		
Set up and maintain appropriate seating arrangements for various activities.		
Help with children's clothing.		
Prepare work areas, such as arranging materials for accessibility for art, music, mathematics, science, and reading activities.		
Repair and mend worn books.		
Keep storage areas neat, orderly.		
Distribute and collect supplies, books, and other materials.		
Obtain and return books, pictures, audiovisual materials and equipment, etc., from library.		
Listen to oral reading by children.		
See that all students are doing the correct assignment.		
Assist teacher in keeping bulletin boards neat, exciting, and up-to-date.		
Display pupil work.		
Keep and maintain a folder of representative work for each child.		
Arrange displays of pictures, objects, models, etc.		
Clip and file pictures and articles for use.		

Teacher	Library	Counselor
Obtain supplementary books and materials for instructional activities. Assist with making of simple maps. Aid the child in looking up words in simple dictionaries or pictionaries and general reference books. Help pupils make a scrapbook of interesting classifications. Help children locate materials.		

Assistant

Keep attendance records. Act as guide to visitors. Telephone parents about routine matters. Set up appointments with parents. Make arrangements for field trips. Collect parental permission forms. Transcribe grades to report cards. Maintain inventory of classroom equipment, instructional materials, and supplies. Reproduce list of children assigned to sections. Supervise seatwork. Supervise individuals and small groups. Assist teacher with indoor games on rainy days. Assist students with independent study. Assist with small group or committee work. Set up and operate audiovisual equipment.	Perform clerical duties: typing, invoicing, filing. Process library materials. Use equipment: audiovisual, mimeograph, copiers, mounting press, microfiche. Set up equipment for faculty and student use.	Perform clerical, receptionist, and related duties. Develop bulletin boards. Make appointments. Maintain records and files. Typing. Prepare reports, etc. Maintain career information files.

Teacher	Library	Counselor
Provide guidance for children in operation and use of tape recorder, filmstrip projector, record player, headphones, etc.		
Tape oral reading, reports, stories, etc.		
Assist student by clarifying assignments.		
Supervise and/or play educational games selected for reinforcement or practice of skills introduced by teacher.		
Read child's favorite book to him.		
Obtain special materials for projects.		
Prepare charts, transparencies, and other visual materials for use in instructional activities as determined by the teacher.		
Help pupils with thank you letters.		
Provide basic assistance to students with special homework assignments.		
Arrange an interesting and inviting corner for recreational reading.		
Help with dramatizations and role playing.		
Assist with making of charts or pictures.		
Assist committees engaged in art activities, such as making simple hand puppets.		
Aid in use of special reference works.		
Supervise seatwork call for some judgment.		
Proofread class newspaper.		
Assist with administration of tests.		

Associate

Teacher	Library	Counselor
Telephone arrangements for special classroom resource speakers.	Catalog and file cards.	Work with parents.
Complete school and county records requiring strictly objective data.	Aid pupil in selection of books and other media.	Interview parents and children for data collection.
Complete necessary records and bring other information up-to-date for cumulative records.	Read and tell stories.	Prepare parents, through visitation, for cooperative work with professional staff.
Score standardized and informal tests and prepare profiles under supervision of teacher.	Prepare booklists.	Work with students in planning for future.
Aid in selection of appropriate materials for students.	Prepare packets for unit study in classroom.	
Listen for evaluation of children's oral reading.	Schedule audiovisual equipment and resources not in local library.	
Take dictation from child too young to write.	Help plan publicity ideas, programs, and activities for special observances.	
Tutor individual children.	Work with student library club.	
Help pupils who are absent to get caught up with the rest of the class.	Keep circulation records.	
Correct homework and workbooks, noting and reporting weak areas.		
Read and tell stories.		
Assist with making of original books.		
Interview children with specific problems.		
Assist children with spelling, punctuation, and grammar.		
Assist teacher in preparing students to properly use audiovisual equipment.		
Help in preparation of plays and programs.		
Teach part of the class about a simple understanding or skill in reading.		
Review or summarize learnings.		
Assist with large group instruction.		

Intern

Teacher	Library	Counselor
Prepare informal tests and other evaluative instruments. Observe child behavior and write reports. Confer with other teachers and the principal about specific children. Research curriculum development. Evaluate informal learnings.	Help with supervision of aides and assistants in the career lattice. Select material for vertical file. Review books for possible selection and for book talks to older groups. Preview films, filmstrips, transparencies, slides, tapes, etc. Help with pupil research and reference. Help with teaching library skills. Work with inventory and weeding of material. Help with public relations by serving on faculty and community groups.	Begin group guidance activities in the areas of educational and occupational planning. Work with community agencies and businesses in determining job opportunities for youth. Interview students Interview students on educational and occupational plans. Interpret student home visitation to teachers and nonprofessionals.

Articulation between Work and Training/Education

Exhibit 1. Jackson, Mississippi

COP Outline for Major in Early Childhood Education

--course sequencing to allow professional studies at entry level
--articulation of work/study curriculum
--directed teaching experiences over a four-year period to substitute for student teaching

Exhibit 2. Duluth, Minnesota

Guidelines for Career Development

--more flexible choice in selection of courses
--credit for inservice and professional workshops

Exhibit 3. Joint County School System, Iowa

--special course titles designed for COP
--articulation with work performed at the Teacher Associate level

Exhibit 4. Pontiac, Michigan

--course descriptions designed for education auxiliaries
--special development of courses to reinforce cultural heritage of minority groups

Exhibit 1. Jackson, Missippi

COP Outline for Major in Early Childhood Education

Grades K - 3

Freshman Year: 1970 - 1971

First Quarter		Second Quarter		Third Quarter	
English 101 Language Composition	3	English 102 Language & Composition	3	English 103 Language Composition	
Reading and Study Skills	1	Reading & Study Skills	1	Reading & Study Skills	
Integrated Curriculum		**Integrated Curriculum**		**Integrated Curriculum**	
Ia Education 401 ECa Practicum: Principles and Problems of Teaching in Early Childhood	2	Ib Education 401 ECb Practicum: Principles & Problems of Teaching in Early Childhood	2	Ic Education 400 ECa Theories & Principles of Teaching in Early Childhood	
Education 402 ECa Directed Teaching in Early Childhood	2	Education 402 ECb Directed Teaching in Early Childhood	2	Education 402 ECc Directed Teaching in Early Childhood	
	8		8		

Second Summer Quarter, 1970	
Orientation 100	1
Psychology 304 Child Psychology	4
Reading 310 Practicum: Reading & Language Experiences in the Kindergarten and Primary Grades	4
	9

First Summer Quarter, 1971	
Mathematics 101 Basic Concepts in Math	4
or	
General Psychology 101	
History 101 or 102 History of Civilization	4
Physical Education 101 or 102 or 103 Fundamentals in P.E.	1
Art 206 Art Appreciation	3
	11

Second Summer Quarter, 1971	
Mathematics 102 Basic Concepts in Math	4
or	
Mathematics 103 Topics in Geometry	4
Health 101 Personal Hygiene	4
or	
Biology 101 Biological Science	
Physical Education 102 or 103 Fundamentals in P.E.	1
	9

Sophomore Year: 1971 - 1972

First Quarter		Second Quarter		Third Quarter	
English 201 Literature & Composition or English 321 A Survey of American Literature (Preq. 201, 202, & 203)	3	English 202 Literature & Composition or English 322 Recent American Literature (Preq. 321)	4	English 203 Literature & Composition (Preq. 201, 202) or Art 101 Art Fundamentals	3
Social Science 202 or 203 Social Institutions or Elective	3	Social Science 203 Social Institutions	3	History 101 or 102 History of Civilization or Biology 102 Biological Science	4
Music 205 Music Appreciation	3				
Integrated Curriculum IIa		**Integrated Curriculum IIb**		**Integrated Curriculum IIc**	
Education 400 ECb Theories & Principles of Teaching in Early Childhood Education 402 ECd	2	Reading 311 Reading in the Elementary School	4	Education 308 Foundations of Education	3
402 ECa Directed Teaching in Early Childhood	2				
	13		11		11

Sophomore Year: 1972

First Summer Session	
Physical Science 201 or Physical Science 202	4
Speech 301 Speech Fundamentals	4
Education 309 Foundations of Education or Art 301 Art for Children	3 or 4
	11-12

Second Summer Session	
Physical Science 202	4
Music 201 Music Fundamentals	3
English 301 Literature for Children or English 319 Survey of English Literature	4
	11

Junior Year: 1972 - 1973

First Quarter		Second Quarter		Third Quarter	
English 321 A Survey of American LIterature	3	English 322 Recent American Literature	3	Psychology 307 Measurement & Evaluation	4
				or	
Psychology 307 Measurement & Evaluation	4	Psychology 306 Educational Psychology	4	Elective in area of concentration	2-4
		or			
Social Science 303 United States History	4	Sociology 214 Introduction to Sociology	4	Sociology 214 Introduction to Sociology	4
				or	
				Sociology 215 Introduction to Sociology	4
Integrated Curriculum IIIa		Integrated Curriculum IIIb		Integrated Curriculum IIIc	
Education 334 Preparation of Inexpensive Instructional Materials	2	Education 334 Preparation of Inexpensive Instructional Materials	2	Education 331 Utilization of Audiovisual Materials	4
Education 402 ECa - Directed Teaching in Early Childhood	3	Education 402 ECb - Directed Teaching in Early Childhood	3	Education 402 ECc - Directed Teaching in Early Childhood	3
	12-13		9-12		11-15

Senior Year: 1973 - 1974

Fall Quarter

Math 401E
Arithmetic for Children
or
SED 401E
Science for Children 4

Elective in area of concentration
or
Sp. 319
Phonetics 4

INtegrated Curriculum IVa

Education 401 Ea
Practicum: Principles & Problems
of Teaching in Elementary School 2

Education 402 Ea
Directed Teaching in Elementary
School
or
Education 402 ECa
Directed Teaching in Early
Childhood 4

14

Winter Quarter

Music 203
Music for Children
or
Sp. 319
Phonetics
or
English 371
Introduction to Linguistics 4

Art 301
Art for Children 4

Integrated Curriculum IVb

Education 401 Eb
Practicum: Principles & Problems
of Teaching in Elementary School 2

Education 402 Eb
Directed Teaching in Elementary
School
or
Education 402 ECb
Directed Teaching in Early
Childhood 4

14

Spring Quarter

Sociology 331
Marriage & the Family
or
Reading 410
Reading in the Content Area 4

Elective in area of concentration 4

Integrated Curriculum IVc

Education 402 Ec
Directed Teaching in Elementary School
or
Education 402 ECc
Directed Teaching in Early Childhood 4
or
Education 200
Orientation to Teaching & Learning 2

Education 401 ECa
Practicum: Principles & Problems of Teaching in Early Childhood 2

12-14

Senior Year: 1974

First Summer Quarter	
Math 102 or 103 Basic Concepts or Biology 101 or 102 Biological Science	4
PE 445 Physical Education in Elementary School	3
English 401 E Language Arts for Children	4
PE 101 or 102 or 103	1
	8-9

Second Summer Quarter	
SED 201 or 202 Physical Science	4
SS 401 E Social Science for Children	4
PE 445 Physical Education in Elementary School	3
	11

Exhibit 2. Duluth, Minnesota, Public Schools

Listed below are the guidelines for credits necessary for Career Development at each Educational Assistant level and course work accepted to meet this requirement.

Credits will be accepted in the following areas:

A. Educational Assistant II

Entry Level: 0 Credits
Probation Completed: 15 Credits

6 Credits — Human Relations
(State certified only)

6 Credits — Field of Work
(Completion of required competencies in field of work will equal 6 credits)

3 Credits — Human Growth and Development
Choose 3 credits from courses listed
District Inservice Only

- 2 Credits — Cognitive Growth
- 2 Credits — Handicapped Children
- 2 Credits — Health (choice of 2 credits from the four 1-credit courses offered by District Inservice)

B. Educational Assistant III

Entry Level: 27 Credits
Probation Completed: 45 Credits

6 Credits — Human Relations
(State certified only)

12 Credits — Field of Work
(Completion of required competencies in field of work will equal 12 credits)

6 Credits — Human Growth and Development
Choose 6 credits from courses listed
District Inservice Only

- 2 Credits — Cognitive Growth
- 2 Credits — Handicapped Children
- 2 Credits — Health (choice of 2 credits from the four 1-hour credit courses offered by District Inservice)

21 Credits	Electives (accepted only from) Pre-approved District Inservice University/College Vocational State Conferences (pre-approved) Statewide Teacher Aide Conference (does not need pre-approval) Guest Speaker (pre-approved)

C. Educational Assistant IV

Entry Level: 66 Credits
Probation Completed: 90 Credits

6 Credits	Human Relations (State certified only)
18 Credits	Field of Work (Completion of required competencies in field of work will equal 18 credits)
6 Credits	Human Growth and Development Choose six credits from courses listed District Inservice Only

2 Credits	Cognitive Growth
2 Credits	Handicapped Children
2 Credits	Health (choice of 2 credits from the four 1-credit courses offered by District Inservice)

60 Credits	Electives (accepted only from) Pre-approved District Inservice University/College Vocational State Conferences (pre-approved) Statewide Teacher Aide Conference (does not need pre-approval) Guest Speaker (pre-approved)

Guidelines for hours per credit

District Inservice	10 hours = 1 Credit
University/College	Refer to transcript
Vocational	Courses not having credit equivalent will be judged on basis of 1 credit for every 30 hours.
Auditing Courses	No credit
Teaching Courses	No credit
On-the-Job Inservice	No credit unless pre-approved and authorized by Personnel Department

Applications

Applications to be screened by the committee during any given month should be in the Personnel Office at the Board of Education previous to the committee's meeting date of that month.

Each person is responsible for keeping his or her records up to date.

Please keep in mind that activities for which credits are requested should be chosen for their value to you and the students with whom you work.

Any questions concerning this program should be directed to:

Kay Brace, Board of Education
226 North First Avenue, East
Duluth MN 55802

Exhibit 3. Joint County School System, Iowa

Mount Mercy College

COP CAREER LADDER REQUIREMENTS

Major: Elementary Education
Minor: Social Science II

Intern Level

Course	Credits	Course	Credits
Fall Term:			
Child Welfare	3.5	COP Seminar & Practicum (Student Teaching)	3.5
Art for Elementary Teacher	3.5		
Interim:			
Electice	3.5		
Spring:			
Delinquency Crime & Corrections	3.5	COP Seminar & Practicum (Student Teaching)	3.5

COP CAREER LADDER REQUIREMENTS

Major: Elementary Education
Minor: Social Science II

Associate Level

Course	Credits	Course	Credits
Fall Term:			
Basic Skills for Human Service Workers	3.5	COP Seminar & Practicum (Student Teaching)	3.5
Teaching of Reading	3.5		
Interim:			
Elective	3.5		
Spring:			
Social Psychology	3.5	COP Seminar & Practicum (Individual Instruction)	3.5
Science in the Elementary School	3.5		
Summer:			
Sociology of the Family	3.5	Elementary Curriculum	3.5
Linguistics	3.5	American History	3.5

Exhibit 4. Pontiac, Michigan

Most of the Career Opportunities Program students transferred to Oakland University from Oakland Community College with approximately 62 transferrable credit hours. Below is listed the course of study of the students while attending Oakland Community College.

At Oakland University, the course of study that had already been pursued at OCC was enhanced and reinforced. Also listed below is the prescribed course of study for the third and fourth years at Oakland University. Students on this prescribed course of study graduate with B.A. degrees, Elementary Education, History/Social Science majors; Math/Science minor, although some students deviate from the course of study listed below and earn degrees in other areas (i.e., Secondary Education, Political Science, Social Studies).

Oakland Community College

Career Opportunities Program

First Year			Second Year		
Certificate Program			Associate Degree		
Course Title	Course Number	Credit Hours	Course Title	Course Number	Credit Hours
General Orientation	GORO10	1	Foundational Studies of Natural & Life Science	FSN150	4
Foundational Studies of Communication	FSC151	2	Sociology	SOC251	3
Psychology of Child Development	PSY271	3	English I	ENG151	3
Ecology of the Classroom	EDU150	4	Principles of Biology	BIO153	4
Foundational Studies of Communication	FSC152	2	Analysis of Social Problems	SOC252	3
Afro-American History	HST261	3	English II	ENG152	3
Ecology of the School	EDU151	4	Racial & Ethnic Group Relations	SOC253	3
Foundational Studies of Social Sciences	FSS151	2	Introduction to Psychology	PSY251	3

First Year

Course Title	Course Number	Credit Hours
Afro-American Literature	ENG261	2
Ecology of the Individual	EDU152	2
American Government	POL151	3
	TOTAL	32

Second Year

Course Title	Course Number	Credit Hours
Introduction to Audiovisual Materials & Equipment	AVM101	3
Ecology of the Community	EDU153	3
Applied Psychology	PSY151	3
	TOTAL	32

Third Year

Course Title	Course Number	Credit Hours
Community Service	CS201	8
Elementary Mathematics	MTH490	2
Mathematics Teaching Methods	MTH492	4
Teaching Reading	EDU331	4
Mathematics Geometry	MTH497	4
Teaching the Language Arts	EDU333	4
Basic Writing Skills I	LS200 or EDU490	4
Science in Elementary School	SCI305	4
Creative Cultural Arts of Black American	EDU590	4
	TOTAL	38

Fourth Year

Course Title	Course Number	Credit Hours
Teaching in Elementary School (Methods)	EDU433	4
Internship	EDU455	12
Basic Writing Skills II	LS210	4
Slavery & Race Relationships in the New World or Social Science Elective	HST366 or AN102	4
Literature for Children	EDU332	4
Mathematics Precalculus	MTH490	2
	TOTAL	30

Course Descriptions

First & Second Years, Oakland Community College

EDU150 Ecology of the Classroom
4 Credits

Education 150 is a course in analysis of the fundamentals of being a teacher aide. The main objective of the course is development of the skills necessary for the sensitive teacher aide who will understand the roles of the professional teacher, teacher aide, and other members of the educational profession in the classroom and other educational settings.

EDU151 Ecology of the School 2 Credits

Ecology of the school is a course which extends to teacher aides understanding of the educational setting. The course will assist the student to understand the dynamic forces which operate within a public school, between local districts, the intermediate district, the State Department of Education, and the Federal Government. The philosophical basis for public non-secular education as it has developed historically will be explored. Emphasis will be placed on comparing the reality of the school experience with the philosophical model.

EDU152 Ecology of the Individual 3 Credits

The main objective of the course is the development of

FSC151 & FSC152 Foundational Studies of Communication
2 Credits Each

Foundations of Communications will develop each student's capabilities in writing, reading, speaking, and listening. The scope of instruction, both as to direction and level, will be determined by the student's diagnosed need for effective communication in his academic undertakings.

FSN 150 Foundational Studies of Natural Science
4 Credits

Foundations of Natural and Life Sciences, employing scientific methodology in the fields of mathematics, physics, chemistry, astronomy, geology, biology, and human ecology, will emphasize the influence of science and technology in the generation of values in western culture.

FSS151 Foundational Studies of Social Science
2 Credits

Foundations of Behavioral and Social Science will explore what is meant by the terms social and behavioral science, employing their methods of investigation, their disciplines and the relevance of these to the study of contemporary American and world societies.

GOR010 General Orientation
1 Credit

The student will recall, define, and explain OCC policies, procedures, and requirements by completing a study guide and a completion quiz. Specific topics included in the study guide and quiz are admissions, the

the skills necessary for the Social Worker Aide to understand the dynamics of the individual in a family, a group, a community context, and to relate to this problem of the individual so as to play an active part in the restoration and/or rehabilitation of the individual to return to the normal functions of society.

HST261 Afro-American History
3 Credits

The student will characterize the African background of the American Negro, describe characteristics and consequences of the world slave trade, discuss conditions of and challenges to slavery in the United States, characterize the impact of the Civil War and Reconstruction upon the Negro, trace the development of Afro-Americans' religion and art, and identify various contemporary problems faced by the Negro in America.

POL151 American Government
3 Credits

The student will identify, define, and explain the executive, legislative, and judicial branches of American government in terms of the behavior of the participants. He will relate their behavior to the roles which they perform on the American political scene at the local, state, and national levels.

PSY151 Applied Psychology
3 Credits

instructional approach, drops/adds, withdrawals, probation, the LRC and its substations, transfer and career programs, program advisement, and the individual's own program.

SOC251 Sociology
3 Credits

The student will describe the basic concepts of sociology by analyzing certain aspects of his immediate culture. The student will define the philosophy of science, various concepts of culture, characteristics of social groups and societal structures, and concepts of social control and deviant behavior.

SOC252 Analysis of Social Problems
3 Credits

The student will explain and describe major social problems in contemporary American society and potential programs for the prevention and amelioration of these problems. He will analyze the following social problems from a general theoretical point of view; poverty, health, crime, and juvenile delinquency, mental disease, personality adjustment, marriage, and housing.

SOC 253 Racial & Ethnic Group Relations
3 Credits

The student will demonstrate his/her knowledge of racial and ethnic minorities in American Society by scientifically analyzing the superordinate and subordinate relationships in his culture. He will investigate and analyze the socio-economic, legal-political, and educational factors which affect and determine the majority-minority status of Jews, Japanese, Chinese-Americans, Mexican-Americans, Puerto Ricans, American Indians, and Afro-Americans.

Applied psychology is a course which introduces a student to psychological principles concerning a wide variety of problems of everyday life. These problems range from observation of growth in walking in children through career development.

PSY251 Introduction to Psychology
3 Credits

The student will relate the concepts and principles of general psychology to the daily adjustment of the individual and his place on the contemporary scene. He will explain and apply, as appropriate, the basic concepts of sensation and perception, learning and remembering, motivation and emotion, intelligence, personality, frustration, conflict and personal adjustment.

PSY271 Child Development
3 Credits

The study will identify the major hereditary and environmental influences, needs, wants, and developmental tasks at each of the major stages of growth from conception to adolescence, and interpret their significance for adulthood.

BIO153 Principles of Biology
4 Credits

The student will investigate biological systems through an examination of areas such as: the chemical and cellular basis of life, metabolic systems, reproduction, genetics, evolution and ecology.

ENG151 English I
3 Credits

The student will analyze compositions of various kinds for content, purpose, concept, audience and point of view. S/he will accomplish this analysis via an application of the rules of straight thinking and the basic principles of rhetoric and language structure. Reports and oral assignments will be based upon the individual student's needs and interests.

ENG152 English II
3 Credits

The student will apply the rules of straight thinking and the basic principles of rhetoric and language structure to his own compositions in a variety of communications. The content and form (ending in independent study) will be determined by the student's needs and interests.

ENG261 Afro-American Literature
3 Credits

The student will read selections from Afro-American literature from the 18th century to the present, with emphasis on the writers establishing and continuing a tradition in the literature. The student will have an awareness of the literary contributions of the American Negro through writing and research based not only on a study of the work themselves, but on the historic and social conditions influencing the writers.

AVM101 Introduction to Audiovisual Materials and Equipment
3 Credits

The study will identify the characteristics of different types of AV materials including films, tapes, slides, photographs and transparencies, and AV equipment as they are used in education and industry. S/he will operate competently

16 mm projectors, 8 mm projectors, 35 mm slide and filmstrip projectors, opaque and overhead projectors, tape recorders, phonographs, special purpose equipment such as viewers and repetitive projection and audio equipment, and both front and rear projection screens. S/he will perform simple maintenance functions, including lubrication, cleaning of parts, changing of lamps and belts, and make minor mechanical and structural adjustments necessary for optimum operation of such equipment.

Third & Fourth Years, Oakland University

EDU331 Teaching & Reading
4 Credits

Intensive preparation for the teaching of reading skills in the elementary grades. Identification of reading readiness, problems of program construction, and a variety of teaching methods are among the topics of this course.

EDU333 Teaching the Language Arts
4 Credits

Preparation for the teaching of reading skills in the elementary, middle, and secondary schools. Teaching of composition, creative writing, oral language development, listening, spelling, reading, and the application of linguistic principles to reading and writing, are among the topics covered in this course.

EDU332 Literature for Children
4 Credits

The course treats literature for children as part of the mainstream of literature. Students will learn to apply basic concepts of criticism to the study of literary works for children in order to develop the ability to select and use quality books appropriate to the needs and developmental levels of children.

EDU443 Teaching in the Elementary School
4 Credits

Content and methodology of instruction in the elementary school. Includes extensive field observation in schools. This course is designed to supplement specialized courses in the teaching fields.

MTH132 Pre-calculus Mathematics
4 Credits

EDU455 Internship
12 Credits

Supervised teaching in the public school classrooms and participate in such further activities as a supervising teacher may direct. The course includes a seminar dealing with problems of instruction.

MTH490 Independent Study in Mathematics
497 Teaching in the Elementary School
4 Credits

The mathematics experience for the Career Opportunities Program is designed to present adults opportunities for developing their mathematical background starting where they are and building upon background employable skills in mathematics. These skills will be identified at the beginning of the course based on the area of concentration the student has decided on as a major. Then, together with the teacher, a course outline will be developed. With this philosophy of teaching in mind, a "Systems Approach to Teaching" will be utilized. The systems approach to teaching has several variations. Plan A identifies a Core Unit of Study, say computational skills. Performance level of students are determined by an interview and/or a pre-test. The student will start learning activities based on his area of strengths until a block of time (one day, two weeks, whatever needed) The student will observe 75% of the class setting in Math 132. The following ideas, concepts, strategies for teaching will be highlighted. Organization and preparation of units, presentation of materials, verbal behavior, non-verbal behavior, teacher-student interaction, teaching styles, lecture, lab, questioning, study sheets, research topics, lecture/lab, individualization, systems approach. Strategies for student confrontation relative to student learning styles. Discuss observations made by COP students.

CS201 Community Services
4 Credits

To provide teacher assistants with background information about other local, state, and federal programs. Speakers from various community agencies with relevant programs talked with and shared their common concerns about problems in Pontiac. To give teacher assistants developmental strategies for working in federal programs for the school district and other education-related institutions.

SCI305 Science in the Elementary School
4 Credits

Science 305 is a course specifically designed for preservice elementary school teachers. There is considerable evidence which supports the point-of-view that when elementary teachers arrive at college, their attitudes are not likely to be positive and apparently little happens in the college program to promote positive feelings toward science. In addition to this problem of attitude, there is a need for teachers who more broadly understand science--its methods and processes--if he is to use an inquiry and student activity-centered approach to learning in science with elementary

can be designated for repairing areas of weakness. We can pull these students together for brainstorming. Plan B identifies a topic for study. "What use are fractions in the world of measurement?" may be an example. Here, each student will participate in the same learning activity at levels of difficulties. Strategies are provided by a careful choice of questioning, or a set of study sheets. Evaluation has three components: the "G" statistic will be used measuring growth of student's academic performance, an attitude survey scale will be used to determine the student feelings regarding the importance of mathematics to their goal, and, finally, a post-interview questionnaire regarding the administration and implementation of the course including suggestions for improvement.

students. In light of the foregoing assumptions and needs, the course is mainly concerned with the affective domain and the processes of science. Specific activities in the process area are drawn from AAAS-Science, and Process Approach. After skill in the processes has been developed, broad conceptual schemes are investigated using the strategy of discrepant event oriented inquiry development and individual problems unique to each student. The topics dealt with in the conceptual development are: the nature of water, heat, light, simple mechanics, electricity, and magnetism, solution phenomena, living vs. non-living things, environments. Modeling of appropriate teaching behavior is important. In modeling these behaviors, materials and methods from the "new" elementary science curricula are drawn upon freely. Specifically, ESS, SCIS, and AAAS-SAPA are dealt with in moderate detail, along with the psychological basis for these programs.

EDU490 Communication Skills
LS200 Workshop for the Classsroom Teacher 4 credits

This course is centered around the relationship of patterning the grammar of written language to patterning in the rhetoric of the paragraph and the rhetoric of the longer theme. The course is divided into three major units. The first is instruction in a "slot and filler" grammar of writing utilizing a basic symbol system from structural linguistics to develop a sense of the possible clause patterns in written Engligh and structural substitution within the patterns. The second is instruction in the relationship of coordinate and subordinate sequence in the paragraph following techniques developed by F.P. Christiansen. The third unit deals with the larger theme and leveling within it. The students are encouraged to write continually during the whole course in various forms: the informal essay, the expository theme, and the persuasive theme. Initially, students are encouraged to write out of their own experiences and gradually to move toward more formal discourse in a basic exchange of objective positions for subjective ones.

Evaluation Designs

Exhibit 1. Duluth, Minnesota

Exhibit 2. Joint County School System, Iowa

Performance-based evaluation designs implemented as part of the career lattice/ladder design.

Exhibit 1. Duluth, Minnesota

MINIMUM JOB COMPETENCIES FOR INSTRUCTIONAL CLASSROOM ASSISTANT

NAME_____ LOCATION_____ EA____ HIRED_____ RATE CHANGE_____ COMPLETION_____

COMPETENCY	VERIFY
ABILITY TO:	
Keep Attendance Records	
Record and Distribute Supplies & Equipment	
Operate Audio-Visual Equipment	
Check Out & Return Media Equipment & Supplies	
Record Pupil Progress and Records Information	
Model Teacher's Classroom Management Plan	
Physically Lift & Carry Child (Where Appropriate)	
Handle Bathroom Needs (Where Appropriate)	
Carry a Child in a Wheel Chair (Assisted by Adult)	
Carry Out Teacher Introduced Learning Activities	
Construct Instructional Materials	
Assist in Feeding Students (Where Appropriate)	
Orient Parent to Classroom Program	
ABILITY TO ASSIST IN:	
Preparation of Daily Instruction Plans	
Behavior and Control Procedures	
Setting Up Learning Stations	
Identification of Students With Special Problems	
Inservice/Workshops	

COMPETENCY	VERIFY
ABILITY TO MAINTAIN:	
Learning Stations	
Records and Inventories	
Positive Working Relationship With Staff, Students, Parents and Community	
Organization of Classroom and Materials	
Confidentiality of all Information	
ABILITY TO DEMONSTRATE KNOWLEDGE OF:	
Wisconsin Reading Design Skills	
Basic Reading Program (Appropriate to Building)	
Skill Activities Related to Mathematics Program	
Skill Activities Related to Social Studies	
Skill Activities Related to Music Program	
Skill Activities Related to Science Program	
Skill Activities Related to Phy. Ed. Program	
Skill Activities Related to Art Program	
Proper Letter Formation, Manuscript - Cursive	
Evaluative Tools (Appropriate to Program)	
Sign, Finger Spell (Where Appropriate)	
Signing & Finger Spelling (Where Appropriate)	
Hearing Aids and their Usage (Where Appropriate)	
Observation and Recording Skills	
Classroom Instructional Program	

Three Month Report	Initial	Principal___Super.___Employee___
Sixth Month Report	Initial	Principal___Super.___Employee___
Final Month Report	Initial	Principal___Super.___Employee___

FOR USE BY PERSONNEL DEPARTMENT ONLY	
Human Relations	Electives
Child Development	

Exhibit 2. Joint County School System, Iowa

Record of Teacher Preparation

Name _____ Birth Date _____

Social Security Number _____ Sex _____

Level of Certification Desired: N/K (Preschool) K-8 7-12

Description of Program and Purpose of This Form:

The Career Opportunities Program is an innovative approach to teacher preparation which combines practical experience in an educational agency with academic course work. It employs a performance-based evaluation of the student's progress in achieving the teaching skills required at his/her desired level of certification. The purpose of this form is to to provide a summary and record of the student's experiences and the areas in which competence has been demonstrated.

ACADEMIC HISTORY

College	Dates Attended	Professional & Related Courses
A SUMMARY SHEET LIKE THIS IS PREPARED FOR EACH STUDENT BY THE COP STAFF. IT IS SENT TO THE STUDENT'S WORKSITE FOR REFERENCE BY PRINCIPAL AND TEACHERS. IT IS UP-DATED SEMIANNUALLY.		

SKILLS (REQUIRED AT ELEMENTARY LEVEL)
IN WHICH COMPETENCE HAS BEEN DEMONSTRATED

	Date Approved	Evaluator's Name
I. Technical		
A. Maintaining files & records		
1. Filing & cataloging		
2. Keeping student records		
B. Collecting money		
C. Using machines & methods of duplication		
1. Typing		
2. Duplicating		
D. Grading papers		
1. Objective items		
2. Writing samples		
3. Sentence answers		
4. Essay answers		
5. Mathematics problems		
E. Performing mathematical calculations & making graphs		
1. Finding averages, percentages, sums		
2. Making charts & graphs		
3. Using algebraic formulae		
4. Performing an item analysis		
F. Maintaining & structuring the learning environment		
1. Maintaining room organization		
2. Rearranging room for special activities		
3. Maintaining living material		
G. Obtaining & operating AV equipment		
H. Preparing AV materials		
I. Following an indicated design		
1. Following an indicated design		
2. Using an original design		
J. Locating & obtaining instructional materials		
1. Preparing a list of resources		
2. Preparing a bibliography		
3. Obtaining materials		
4. Preparing a book cart		
5. Determining reading level of materials		
K. Preparing craft materials		
L. Preparing & obtaining science materials		
1. Preparing supplies		
2. Construction equipment		
3. Setting up equipment		
4. Preparing materials for a class		
5. Maintaining materials in sets		
6. Obtaining or purchasing supplies		

7. Maintaining living animals _____
8. Breeding animals _____
9. Maintaining & propagating commonly used plants _____
10. Maintaining equipment _____

II. Supervisory & Managerial Tasks

A. Supervising areas outside classroom/within school
   1. With another teacher _____
   2. Alone _____
B. Supervising recess or play area
   1. With another teacher _____
   2. Alone _____
C. Handling emergency situations
   1. Involving personal injury _____
   2. Involving danger to buildings, etc. _____
D. Supervising in the classroom
   1. Students engaged in projects _____
   2. Students taking tests _____
   3. Conducting routine activities _____
E. Administering tests to students _____

III. Attending to Personal & Emotional Needs of Students

A. Attending to personal needs of students _____
B. Responding to emotional needs of students
   1. Responding to child & providing attention _____
   2. Working with child who is upset/creating trouble _____
C. Encouraging good habits, attitudes, & behavior
   1. Helping students use acceptable & appropriate behavior _____
   2. Encouraging independent thinking, & problem solving _____
   3. Encouraging students to use time wisely _____
   4. Providing praise or encouragement & giving constructive suggestions _____
D. Helping students with interperson relationships
   1. Helping to settle differences _____
   2. Helping students to accept differences in others _____

IV. Assisting with Instructional Activities

A. Assisting with Language Arts or Reading
   1. Supervising or playing games to work on reading skills _____
   2. Providing drill on reading skills using flash cards, etc. _____
   3. Reading orally to students _____
   4. Giving dictation _____
   5. Printing or writing materials for student to read _____
   6. Writing down story from student's dictation _____

7. Listening to student read orally for pleasure _____
8. Eliciting stories or listening to student tell story _____
9. Listening to oral book report _____
10. Listening to oral reading & helping with errors _____
11. Introducing a new story _____
12. Assisting child in finding additional reading material _____
13. Helping child determine pronunciation of word _____
14. Assisting with creative writing assignment _____
15. Assisting with a reading group _____

B. Assisting with Social Studies
Assisting with use of maps & globes _____

C. Assisting with Arithmetic
1. Assisting with drill of facts or skills _____
2. Playing math games _____
3. Assisting with use of compass, rulers, protractors, etc. _____
4. Helping students use concrete objects to perform mathematical calculations _____
5. Assisting with use of charts & graphs _____
6. Using concrete objects or examples in explaining concepts _____

D. Assisting with Science
1. Assisting with use of measuring devices _____
2. Assisting with use of scientific equipment _____
3. Helping students follow directions _____
4. Performing a demonstration _____
5. Helping students draw logical conclusions from facts _____
6. Encouraging the investigation approach _____
7. Assisting students in making & recording observations _____
8. Assisting with a laboratory period _____
9. Assisting with use of living material _____
10. Handling science emergencies _____

E. Assisting with general instructional events
1. Helping students locate material _____
2. Assisting students in using reference works _____
3. Providing enrichment experiences _____
4. Assisting students with AV equipment _____
5. Grading a paper with a student present _____
6. Helping a student with make-up work _____
7. Assisting students with seat work _____
8. Assisting low ability students _____
9. Providing review or reinforcement for an individual student _____
10. Conducting a discussion _____
11. Presenting a lesson from a lesson plan _____
12. Previewing previously learned skills or concepts _____
13. Producing overlearning of a skill or fact _____
14. Employing vocabulary (especially technical terms) correctly & effectively _____

15. Assisting students in learning to use terminology __
16. Assisting students working in groups _____

V. Functioning as a Member of the Educational Staff

A. Observing professional standards _____
B. Getting along with colleagues
   1. Following directions of team leader/supervisor _____
   2. Understanding & following the philosophy of the team leader _____
   3. Accepting criticism & suggestions for improvement __
C. Preparing for instruction
   1. Devising games & activities to practice skills _____
   2. Selecting instructional materials _____
   3. Rewriting materials _____
   4. Revising materials to fit a standard format _____
   5. Devising questions for a story _____
   6. Constructing a math worksheet _____
   7. Identifying prerequisites of an educational objective _____
   8. Developing an introductory lesson _____
   9. Developing a strategy for working with an individual student _____
   10. Devising learning activities _____
   11. Deciding on the organization for a learning task ___
   12. Individualizing learning materials _____
   13. Improving background for assisting instruction _____
D. Assisting with evaluation
   1. Making informal observations _____
   2. Identifying student needs _____
   3. Collecting information to make a diagnosis _____
   4. Identifying pattern of repeated errors _____
   5. Constructing test items _____
   6. Administering test of Dolch word list _____
   7. Diagnosing deficiencies revealed by Dolch word test or similar test _____
   8. Administering oral reading tests _____
   9. Administering tests of auditory discrimination _____
   10. Evaluating progress made during a lesson _____
   11. Using student response to diagnose errors in thinking _____
E. Assisting with individualized, continuous progress programs _____
F. Working with parents
   1. Assisting with conference with parents _____
   2. Conducting a parent conference _____
   3. Telephoning a parent _____
   4. Visiting the home of a new student _____
   5. Visiting the home of a sick child _____
   6. Assisting with bilingual parents or in a bilingual community _____
G. Arranging trips or contacting resource people in the community
   1. Contacting resource people _____
   2. Arranging trips _____

RECORD OF PARTICIPATION IN INSERVICE & PROFESSIONAL MEETINGS

Date	Description of Meeting	Sponsor

RECORD OF TEACHER PREPARATION

Assignment & Authorization

Name _____ Social Security # _____

School system or employing agency _____

Address _____

Date of Employment _____ to _____

Location of Employment _____
(if different from above)

Supervisor _____ Title _____

_____

Job Description*

*A job description is prepared at the beginning of each year by the principal in consultation with the supervising teacher(s) and the college coordinator. It should be consistent with the training experiences and competencies listed in this summary. Also available for consideration and guidance are job descriptions from previous assignments. The duties may be modified (and the description up-dated) as the student becomes more competent or as needs of the school change.

_____

Authorized to perform this role according to the procedures described:

_____ Date ____
Signature of official from Iowa State Department of Public Instruction

_____ Date ____
Signature of Career Opportunities Program Director

EVALUATION

Supervisor's remarks: Discuss briefly the aspects of the student's responsibilities in which special competence was demonstrated and in which growth occurred.

Signature Date

Teacher Trainee's remarks:

Signature Date

EVALUATION PROCEDURE

COP Student _____

I. G. Obtaining & operating AV equipment

Conditions:	Record:			
	Equipment	Observer	Date	Indicate if performance is acceptable. Yes No
Evaluation of competence in operating by COP staff, college coordinator, or teacher.	Movie Projector			Threading & rewinding. Adjusting. Changing bulb.
	Filmstrip Projector			Threading film. Adjusting. Changing bulb.
	Filmloop			Operating.
	Reel-to-reel tape recorder			Threading. Adjusting for playback.
	Cassette recorder			Operating. Rewinding.

Evaluation of knowledge of check-out procedures by teacher or school AV specialist, oral quiz.	Record: In my judgment, competence has been demonstrated.

Date _____ Signature _____

EVALUATION PROCEDURES

COP STUDENT _____

I. G. Preparing AV materials

Conditions:

Evaluation by COP staff, college coordinator, or teacher.

Record:

	Yes	No	Observer	Date
1. Charts & flash cards °organization acceptable °Lettering acceptable				
2. Language Masters °Uses machine correctly °Words understandable & correctly pronounced °Letters in acceptable form				
3. Laminating °Uses machine correctly °Results are acceptable				
4. Making tapes °Adjusts machine correctly for recording °Speech is understandable & set at an acceptable speed & pitch °Pronunciation & phrasing are acceptable				

EVALUATION PROCEDURES COP STUDENT _____

II. C. Handling emergency situations

Condition: Record:

Evaluation in two phases: Evaluator _____ Date _____

	Simulated situation	Rating on school policy	Rating on first aid procedures
1. Simulation following in-service training evaluated by COP staff member & person conducting training. Successful performance on 3 simulated situations.	_____	_____	_____
	_____	_____	_____
	_____	_____	_____
2. Observation of handling of spontaneous events over a designated period by the co-operating teacher or principal.	Observation of spontaneous events from _____ to _____. Description of performance in reaction to emergency situation.		

Final determination of competence will be made jointly by COP staff member and teacher or principal.

In judgment of COP staff member and teacher or principal, competence has been demonstrated on this item.

_____
Date

EVALUATION PROCEDURE

COP Student _____

II. A. & B. Supervising outside the classroom

Conditions:

Evaluated by principal or person designated by him. Three unannounced observations after COP aide had indicated s/he is ready for evaluation. (If COP aide is assigned to more than one area, at least one observation must be in each area.)

If at any time during the observations, unacceptable performance is seen, this should be discussed with the aide at the earliest possible time & plans made for improvement.

Principal should also take whatever steps necessary to determine that aide knows & applies policy/rules in regard to each area.

Final determination of competence will be made jointly by principal & COP staff member following 3 successful performances.

Record:

Aide supervising with another teacher

Date Observer Description of performance

In judgment of principal & COP staff member, competence has been demonstrated in this area.

_____
Date

Aide supervising alone

Date Observer Description of performance

In judgment of principal and COP staff member, competence has been demonstrated in this area.

_____
Date

_____

EVALUATION PROCEDURES

COP Student _____

II. E. Administering tests to students

Conditions:

Observation by principal or person designated by him of a planned event. One observation of satisfactory performance.

Determination of competence will be made jointly by principal & COP staff member after observation.

Record:

_____ _____
Date Observer

Description of performance:

In the judgment of the principal and COP staff member, competence has been demonstrated in this area. _____
Date

EVALUATION PROCEDURES

COP STUDENT _____

IV. A. Assisting with language arts or reading

Conditions:

Skills 1 through 7 may be evaluated by teacher, COP staff or college coordinator.

Two successful performances of each skill are required.

Record:

Skill	Date & Observer	Satisfactory (Yes/No)	Comments: Describe strengths and weaknesses; if no, give reasons.
1. Supervising or reading games.			
2. Providing drill on reading skills.			
3. Reading orally to students.			
4. Giving dictation.			
5. Printing or writing materials for students to read or copy.			
6. Writing story from dictation.			
7. Listening to oral reading for pleasure.			

EVALUATION PROCEDURES

COP STUDENT _____

IV. A. 9. Listening to oral book reports

Conditions:

Evaluated by teacher, COP staff, or college coordinator.

Evaluator may observe actual event or listen to a tape made by COP student.

Two successful performances are required.

Record:

Date _____

Observer _____

	Yes	No	Yes
1. Knows purpose student to achieve & reviews it with student.			
2. Listens attentively & enthusiastically.			
3. Encourages without interrupting.			
4. Asks questions related to purpose.			
5. Asks questions requiring student to interpret & analyze, compare or contrast.			
6. Asks questions which require student to put himself into story.			
7. Keeps records.			

EVALUATION PROCEDURES COP STUDENT _____

IV. A. 10. Listening to oral reading to help with errors

Conditions:

Evaluated by teacher, reading specialist, COP staff, or college coordinator.

Evaluator may observe actual event or listen to a tape made by COP student.

Two successful performances are required.

Record:

Date _____

Observer _____

	Yes	No	Yes
1. Listens attentively & enthusiastically.			
2. Encourages child & praises him when mistakes are corrected.			
3. Assists with word attack skills.			
4. Assists with phrasing or tone of voice.			
5. After session, can list several of the errors which occurred repeatedly.			

EVALUATION PROCEDURES

COP STUDENT _____

IV. A. 8. Eliciting or listening to children tell stories

Conditions:

Evaluated by teacher, COP staff, or college coordinator.

Evaluator may observe actual event or listen to a tape made by COP student.

Two successful performances are required.

Record:

Date _____

Observer _____

	Yes	No	Yes
1. Knows purpose of activity.			
2. Explains purpose to students.			
3. Listens attentively.			
4. Encourages child in ways that don't interrupt the child's speaking.			
5. Asks questions to get child back "on the track" or to achieve purpose if child hesitates.			

Overall rating (satisfactory or not) & comment.

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